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ABSTRACT

The catalog was developed to provide information about more than 200 recommended learning games and toys for all children, especially those with learning problems or physical handicaps. The materials listed provide educational experiences through game formats and help to develop gross and fine motor skills, math and reading readiness skills, cognitive skills, auditory and visual discrimination, communication skills, social emotional skills, life skills, and tactile awareness. The listings are organized alphabetically by toy name within these skill areas. For each listing, the following information is provided: suggested developmental level, suggested interest level, a drawing of the item, brief description, suggested uses, manufacturer and price, and skill areas. In an appendix, a chart indicates the toy's availability from eight distributors across the country. Other items contained in the catalog include definitions of terms, a consumer's guide to purchasing the toys, and a description of the Learning Games Libraries Association. (JDD)

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LEARNING MATERIALS CATALOG

A GUIDE TO
SELECTION AND USE
OF GAMES AND TOYS

AN AFFILIATE OF THE
ILLINOIS COUNCIL FOR
EXCEPTIONAL CHILDREN

BEST COPY AVAILABLE

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ACKNOWLEDGEMENTS

The Learning Games Libraries Association and the Illinois Division for Early Childhood, both associated with the Illinois Council for Exceptional Children, extend thanks to the many persons who voluntarily gave of their time and talents in the development of the Learning Materials Catalog. Many stages of effort were needed to bring the project to completion including:

* identifying and evaluating appropriate materials
* describing materials and the suggested activities to utilize them
* developing the catalog format, transferring information, and proofreading/editing the final product

The catalog was possible only because of the dedication and work of the following:

Catalog Revision Committee

Dennis Sykes, Co-Chair, Catalog Revision Committee; Coordinator, Resource Access Project, University of Illinois
Carol Domroese, Committee Co-Chair; Learning Disabilities Consultant
Janet Mutter, Recreation Specialist
Ruth Peaslee, Head Children's Librarian, Oak Park Public Library
Carolyn Speakman, Media Specialist

Special thanks to: Mary Roddy, Education Materials' Consultant - Future Child

Others who assisted in special ways

Judith Frank-Gonwa, Special Education Consultant; President, The Learning Games Libraries Association
Daniel Hampson, Media Consultant
Lynn Moore, Early Childhood Specialist, Illinois State Board of Education
Mary Sillins, Learning Disabilities Consultant
Gertrude Zill, Educational Materials' Consultant

Near West Chapter 557 of the Council for Exceptional Children and other Oak Park, Illinois special education staff

Mary Carapella, Chris Carlson, Carolyn Circo, Jo Ann Dunn, Pat Healey, Kathy Irving, Jill Widing, Sue Wolowitz, Sue Wortman, and Chris Zielinski.

Others who provided assistance

Madeline Ackerman, Jayne Amhaus, Mary Ann Billings, Debbie Breger, Jackie Crain, Jean Braun-Davenport, Debbie Diamond, Louise Dunning, Mary Gehrig, Ivy Goldstein, Barbara Javaras, Kathy Johnson, Dr. Miing-Gon John Lian, Dr. Barbara Lowenthal, Jill Miller, Jean Stockham, and Dennice Ward.

This edition of the LEARNING MATERIALS CATALOG has been co-sponsored by the Illinois Council for Exceptional Children, the Resource Access Project at the University of Illinois, and the Region 5 Office of Human Development Services, Project Head Start, U.S. Department of Health and Human Services.

HOW TO USE THE CATALOG

Each catalog page contains information to assist in selection and use of the materials. Whether used in a Learning Games Library or elsewhere, it is designed to help parents and professionals in working with children. Following is a list of the components of a catalog page with a brief definition of each:

Title found at the top center of each catalog page. You will find items organized alphabetically by title within each section of the catalog beginning with the visual skills area.

Suggested Developmental Level This describes the chronological age range in which most children can learn the skills required by this toy. It was determined by concensus of a committee of special and regular educators. Children develop at different rates; consequently you may find your child "ready" for a game or toy at some time within the range listed. Do not hesitate to use an item before or after the age ranges listed if that seems to make good sense to you and if your child is interested in it.

Suggested Interest Level The interest level in some cases is different from the developmental level. A child may remain interested for various reasons even after the learning required to use the item has been mastered. In addition, a child who is disabled, who has a learning difficulty or a developmental delay, may not be ready to learn a given skill when most other children do. Some games and toys were purposely selected to reach the interest level of these children who are learning particular skills at a later chronological age.

Graphic The drawings provide a picture of the item to assist you in making choices before you go to the shelf to make your final selection.

Brief Description The few sentences offer basic information including, when possible, size, number of pieces, and the material of which the game/toy is made.

Suggested Uses Specialists in education wrote and refined the sequence of steps you will find on the catalog pages. The intent was to list easiest uses first with more difficult steps following. Do not feel you must start with step one. If step one is too difficult, build in smaller, easier steps. Or, if you find that step one is too easy, move to a step that is right for your child. We encourage you to begin with a success level -- one that is enjoyable for the child.

Manufacturer and Price This information is found in the lower left hand corner and is provided for those persons wishing to order the item shown on the catalog page. Use the grid in the appendix to assist you in finding where you may purchase/order. (See "Buying Sense" in the introduction for further details.)

Skills The lower right hand corner of each catalog page has a listing of the main category (first letter capitalized) followed by sub-categories appropriate for the item on that catalog page. An asterisk appears before the skill area considered the main category for the game or toy shown on a page. Following are skill areas used in the catalog with definitions of terms on subsequent pages.

SKILL AREAS

VISUAL SKILLS (Looking Activities)

- visual awareness
- visual discrimination
- visual matching
- visual tracking
- visual sequencing
- visual memory

AUDITORY SKILLS (Hearing Activities)

- sound awareness
- auditory discrimination
- auditory sequencing
- auditory memory

TACTILE SKILLS (Feeling Activities)

- feeling
- tactile stimulation
- tactile awareness
- tactile discrimination

COMMUNICATION SKILLS (Communicating Activities)

- playing with sound
- imitating sounds
- following directions
- labeling
- structuring sentences
- talking with meaning

GROSS MOTOR SKILLS (Big Muscle Activities)

- locomotion
- balance
- motor planning
- body awareness

FINE MOTOR SKILLS (Small Muscle Activities)

- whole hand grip
- hand-eye coordination
- pincer grip (small finger activity)
- bilateral activities
- dexterity
- directionality

COGNITIVE (Thinking Activities)

- shape concept
- size
- weight
- color
- form
- depth
- sequence (seriation)
- classification
- cause/effect

SOCIAL EMOTIONAL SKILLS

- solitary play
- parallel play
- group play

LIFE SKILLS

- self help
- environmental awareness

MATHEMATICS SKILLS

- math readiness
- word problems
- consumer math

READING SKILLS

- reading readiness
- reading comprehension

DEFINITIONS OF TERMS

Visual Skills Looking Activities

visual awareness - as an early learning skill, the infant recognizes movement, shape, then mother's face. Toys such as mobiles can be used to develop this skill.

visual discrimination - seeing differences between objects and pointing to two that are the same in a group of three or more.

visual matching - moving beads or other objects as for a game to match like objects.

visual tracking - teaching the eyes to move in a left to right direction as in reading; teaching the eyes to follow a moving object.

visual sequencing - placing objects/cards/letters/words in the same order as the model, to form a pattern.

visual memory - remembering what was seen.

Auditory Skills (Hearing Activities)

sound awareness - 1. hearing. 2. indicating where a sound is coming from. 3. recognizing an object by a sound.

auditory discrimination - telling if sounds or words are the same or different.

auditory sequencing - putting sounds together to copy a pattern as with infant/toddler toys; using rhythm instruments to match a series of sounds.

auditory memory - repeating a pattern of sounds, words, or a sentence.

Tactile Skills (Feeling Activities, Learning by Touch)

feeling - experiencing sensations on the skin.

tactile stimulation - purposeful touching of the skin to help the child develop the nervous system.

tactile awareness - recognizing different textures, shapes, letters, numbers, using only touch.

tactile discrimination - determining whether textures are the same or different, using only touch.

Communication Skills (Communicating Activities)

playing with sounds - sounds a baby makes with the lips and/or tongue.

imitating sounds - babbling, trying to copy adult sounds.

following directions - learning to follow more than one oral direction at a time with directions gradually becoming more complicated.

labeling - naming objects, actions or words that describe objects and actions.

structuring the sentence - imitating others, children learning how words are joined to make a sentence; older children practicing.

talking with meaning - telling of ideas and feelings so that others can understand.

Gross Motor Skills (Big Muscle Activities)

locomotion - moving from place to place through crawling, walking, skipping, running.

balance - standing, hopping on one foot, roller skating, walking on a beam.

motor planning - following a plan to accomplish tasks such as buttoning, tying, throwing a ball.

body awareness - knowing where different parts of the body are without looking at them whether lying down, standing, or upside down.

Fine Motor Skills (Small Muscle Activities)

whole hand grip - picking things up, holding on to things such as when grabbing a rattle.

hand-eye coordination - using dressing skills such as snapping, buttoning, tying, lacing; catching; working puzzles; playing pick-up-sticks.

pincer grip - using the fingers and thumb together as when tracing, coloring, writing, tearing, working puzzles, sewing or lacing cards, stringing beads.

bilateral activities - using both sides of the body, one after the other or at the same time such as erasing a chalk board, jumping rope.

dexterity - doing things with fingers or hands easily and/or quickly.

directionality - knowing where to begin and then which way to go as when using cursive writing or following the dots.

Cognitive Skills (Thinking Activities)

shape concepts - recognizing basic shapes such as circle, square, triangle.

size, weight, textures - learning to discriminate size, shape, weight; learning the words used to describe objects and the opposite; examples: big-little, heavy-light, rough-smooth.

color - learning color names and identifying objects by color.

form - discovering that a form can change shape without changing size as with clay, water or sand; seeing how shapes compare as in working puzzles with

a pattern as a guide.

depth - understanding perspective as in a picture, a dimension beyond flatness.

sequence - putting events in the order they happened, or putting objects in a pattern while observing a model.

ranking - putting objects in order of size, color, weight, etc.

classification/categories - sorting or putting things in similar groups.

cause effect - if _____ happens first, determining what will happen next.

Social Emotional Skills (Play Activities Alone or With Others)

solitary play - when a child plays alone making up his own games.

parallel play - when two children are close to each other but there is little or no interaction between them even when they both have the same type toy. The children do not "share" the experience of play.

group play - when two or more children interact to share the same experience, structure, rules; give and take is needed.

imitative play - when a child watches another person's actions and tries to repeat them.

imaginary play - when a child or children act out an action or situation without using props.

Life Skills (Activities Basic to Daily Living)

self help - activities to help a child become independent as in dressing, opening/closing doors, feeding oneself.

environmental awareness - activities to help a child gain an understanding of oneself, the family, the community, changes in seasons, the holidays, safety rules.

Mathematic Skills (Use of Numbers)

math readiness - math concepts/vocabulary: more-less, greater-fewer, long-longer-longest, short-tall, big-small: counting - including rote counting (saying number names from memory): one-to-one correspondence (counting one number to one object): numeral recognition.

word problems/story problems - practical application using basic operations of addition, subtraction, multiplication, division.

consumer math - comparison of size or cost, money, measurement, fractions, time, geometry.

Reading Skills (Use of Letters/Words For Meaning)

reading readiness - developing a readiness for reading in such activities as the infant babbling, the young child making animal sounds, hearing

stories read; seeing differences in shapes, using puzzles; learning sounds the letters make.

reading comprehension - understanding of a story read to the young child; later the understanding of words/phrases/sentences/stories read by the child.

BUYING SENSE

If you wish to order learning materials in any quantity, you may want assistance and guidance in making wise purchases. The Learning Games Libraries Association members will be happy to provide you with information which we find useful in our own selection and purchasing process.

It is well worth the effort to comparison shop in order to use your money wisely. As you shop be aware of the fact that different names may be given to the same item or a very similar item in the catalogs of various companies.

Check for sturdiness and workmanship as you determine your selections. Items selected for this catalog were chosen with these characteristics in mind. The best price may not be the best buy when considering long term usage by a large number of persons. Some items may be available in toy and discount stores. Take advantage of the best buys wherever they may be.

Ask many questions of salespersons with whom you work. Prices may change on a yearly basis and you will want to inquire about when new catalogs will be available; this differs with various companies. Sales occur on a yearly basis, not necessarily coinciding with the issuing of new catalogs. Once you become aware of the month of sales, make a calendar and follow it to increase your buying power.

Gather a wide range of catalogs in preparation for selecting materials for your game/toy library. Some companies will specialize in particular types of materials, such as early childhood or materials specifically recommended for children who are visually or hearing impaired. While a few materials are highly specialized, most materials will provide enjoyable learning experiences for nearly all children who use them. Specialization occurs in the use materials receive.

An annual update of this catalog is planned. If you have materials that have worked well with a child, please send information about them using the following format: name of materials, developmental level, interest level, a picture from a catalog if possible, description and suggested use, manufacturer and price. All suggestions should be directed to: Catalog, LGLA/IDEC, Box 4002, Oak Park, IL 60303.

Please refer to the appendix for assistance in locating where the learning materials may be purchased.

WHY THE CATALOG WAS DEVELOPED

The Learning Materials Catalog 1986 has been developed to provide names of and information about recommended learning games and toys for all children, especially those with learning problems or physical handicaps. The materials found in the catalog provide educational experiences through game formats. They help to develop motor skills, math and reading readiness skills, higher level concepts, auditory and visual discrimination, language skills, and tactile awareness.

Originally developed by the Near West Chapter 557 of the Council for Exceptional Children and the Oak Park Public Library, the catalog came under revision in 1984 when a catalog revision committee of the Learning Games Library Association was established:

1. to gather from specialists throughout Illinois the names of materials recommended for parents to use in the home in teaching their children specific skills

2. to incorporate information on catalog pages which would provide parent/caregiver and learning specialists with help in selecting and using materials

While the catalog may benefit classroom teachers, game and toy librarians, and specialists in hospitals or other facilities, the primary intent of the catalog is to offer assistance to parents/caregivers, special education teachers, and teachers of mainstreamed special students who use the Learning Materials Catalog within a Learning Games Library.

THE LEARNING GAMES LIBRARIES ASSOCIATION

The Learning Games Libraries Association had its origin in the Learning Games Library established in Oak Park in 1976. Currently the Oak Park Public Library Maze Branch, 845 Gunderson, Oak Park, Illinois, 60304, serves as a pilot for a growing network of Learning Games Libraries throughout the state.

Should you wish to join the Learning Games Libraries Association and receive continuing information about new materials and locations of Learning Games Libraries and/or to become a part of the networking system, contact:

Learning Games Libraries Association
Box 4002
Oak Park, Illinois 60303.

Membership benefits include:

* assistance in establishing a Learning Games Library,
* an information packet on Learning Games Libraries,
* opportunity to receive mailing concerning the updates of this catalog,
* newsletters,
* access to a network of persons interested in developmental learning materials.

Timing is crucial in the learning process. Learning Games Libraries can provide learning experiences at the proper times in the children's lives and help children develop to their fullest potential. Public libraries or other organizations can serve the needs of the entire community, including exceptional children and their families, by making the learning games easily accessible to the public.

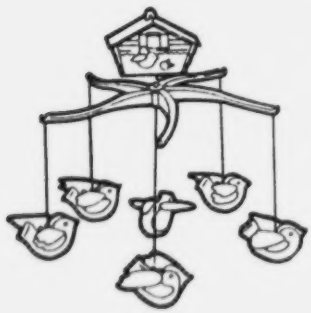
Through workshops presented in connection with LGLs and provided jointly by special education personnel and the library staff, caregivers can learn to recognize potential learning problems in their young children and can further learn to use the materials more effectively with the youngsters.

Members of the Learning Games Libraries Association and the Illinois Division for Early Childhood wish you well in you use of this catalog.

VISUAL

BIRD CRIB MOBILE

Suggested Developmental Level 3-6mos Suggested Interest Level 3-6mos



Brief Description:

Figures fly around when mobile key is wound up. As the forms move, a music box plays softly.

Suggested Uses:

1. Set up mobile for infant. Turn music box on.
2. Observe child's response. Note length of time child maintains gaze. Watch whole body movements, such as kicking and arm waving.
3. Remove mobile when infant appears uninterested or irritated by it.
4. Repeat mobile use on a daily basis.

Manufacturer Chicco

Price Range 10-20

Skills:

* Visual: awareness, tracking

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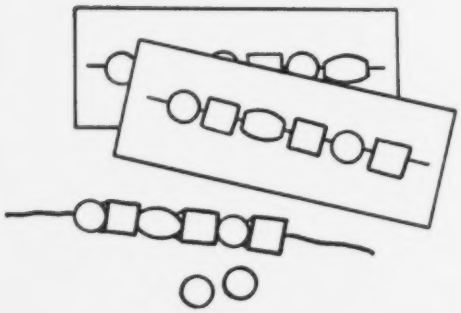
BUILDING BEAD PATTERNS

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Contains 40 1" red beads in 3 shapes which match 16 laminated pattern cards.

Suggested Uses:

1. Give the child a pattern and a large number of beads. Have the child string the bead onto a string to match the pattern.
2. Have the child count the number of beads on the string.
3. Have the child create his own bead patterns. Then have the child describe the pattern.
4. Verbally give the child directions on how to create a pattern. For example, "String one circle, two squares, etc."

Manufacturer Ideal

Price Range Beads: 10-20

Patterns: 0-10

Skills:

* Visual: visual sequencing

Fine Motor: hand-eye coordination

Cognitive: sequence, shape concepts

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BUNNY 'N CARROT MULTI-TEXTURE PUZZLE

Suggested Developmental Level 2-5 Suggested Interest Level 2-5

Brief Description:

This puzzle offers texture as well as shape and color discrimination. Durable artificial fur (backed with plastic foam) and crepe foam rubber pieces fit into a bright, heavy chipboard tray, 8-1/4" x 11-1/2". 12 pieces.

Suggested Uses:

1. As a beginning activity, take out one piece and have the child replace it. If this is successful, take out two or more pieces and play a game of putting pieces back in the correct places.

2. The younger child can assemble the puzzle on the printed pattern sheet, learning to match the outlined shapes.

3. The older child can assemble the puzzle without the aid of the pattern sheet, learning the visual skill of fitting positive and negative shapes together.

4. To develop color recognition, the child can be asked to identify each color as the piece is put in place.

Manufacturer Lauri, Inc.

Price Range 0-10

Skills:
* Visual: visual discrimination.
Fine Motor: pincer grip.
Tactile: tactile stimulation.

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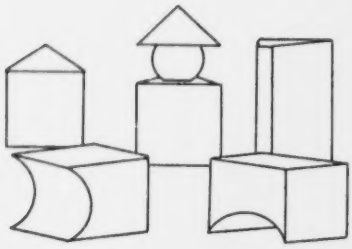
BUSY BLOCKS

Suggested Developmental Level 1-3 Suggested Interest Level 1-3



Brief Description:

Busy Blocks consist of durable washable plastic. Blocks are shaped as blocks and balls which contain pleasant sounding rattles. Each shape is contoured to assist child with stacking and constructing. Many balls have smiling faces to inspire imaginary play.

Suggested Uses:

1. Hand child a smiling ball. Place a contoured square in front of him or her. Place the smiling ball on top of the square. Give child a triangle shape to use as a hat.

2. Play find-the-block. Hide one and have child describe the one that is missing.

3. Give child three shapes to stack. Share new shapes with child and provide child with opportunity to explore use of shapes. Minimize number of shapes as child is learning to construct. Introduce new shapes as child demonstrates comfortable and spontaneous exploration.

4. Give child a simple story and stimulate child to show what happens within story.

Manufacturer Ambi

Price Range 10-20

Skills:

* Visual: visual discrimination

Fine Motor: whole hand grip, hand-eye coordination; Cognitive: color, shape concept

Social Emotional:imaginary play

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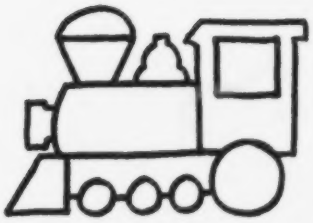
CHOO-CHOO LAURI RUBBER PICTURE PUZZLE

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

This puzzle offers texture as well as shape and color discrimination.

Suggested Uses:

1. As a beginning activity, take out one piece and have the child replace it. If this is successful, take out two or more pieces and play a game of putting pieces back in the correct place.
2. The younger child can assemble the puzzle on the printed pattern sheet, learning to match the outlined shapes.
3. The older child can assemble the puzzle without the aid of the pattern sheet, learning the visual skill of fitting positive and negative shapes together.
4. To develop color recognition, the child can be asked to identify each color as the piece is put in place.

Manufacturer Lauri, Inc.

Price Range 0-10

Skills:

* Visual: visual discrimination

Fine Motor: pincer grip

Cognitive: shape concept, color

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CLOWN - LAURI RUBBER PICTURE PUZZLE

Suggested Developmental Level 3-5 Suggested Interest Level 3-5

Brief Description:

Made of crepe foam rubber. Puzzles can be assembled either side up. Pieces are single-colored parts and shapes cut on conceptual lines. 8-1/4" x 11-1/2" x 3/16" thick, one piece frames. 15 pieces.

Suggested Uses:

1. As a beginning activity, take out one piece and have the child replace it. If this is successful, take out two or more pieces and play a game of putting pieces back in the correct places.
2. The younger child can assemble the puzzle on the printed pattern sheet, learning to match the outlined shapes.
3. The older child can assemble the puzzle without the aid of the pattern sheet, learning the visual skill of fitting positive and negative shapes together.
4. To develop color recognition, the child can be asked to identify each color as the piece is put in place.

Manufacturer Lauri

Price Range 0-10

Skills:
* Visual: visual discrimination
Fine Motor: pincer grip
Cognitive: shape concept, color

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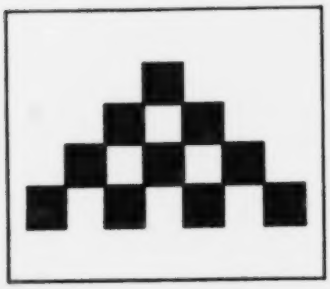
COLORED INCH CUBES AND DESIGNS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Designed for use with Colored Inch Cubes. Patterns increase in difficulty. Materials include 32 sturdy 6 1/4" x 5 1/2" cards printed on heavy, varnish-coated stock and instructions. 96 hard-wood cubes. 16 each: red, blue, yellow, green, orange, and purple.

Suggested Uses:

1. Child looks at the picture, then puts the identical blocks on top of the picture.
2. Next, child looks at the picture and makes the identical block design next to the picture.
3. Use blocks for counting activities.
4. Show child a card, take it away, ask child to make the design from memory. Hint: designs start easy and get harder, be sure you look at the numbers on the back of the cards and put them in order before beginning to use the materials.

Manufacturer DLM Teaching Resources

Price Range Designs 0-10
Cubes 10-20

Skills:
* Visual: visual discrimination, visual memory
Fine Motor: pincer grip
Reading: reading readiness

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CRIB TOY RODS

Suggested Developmental Level 3-10mos. Suggested Interest Level 3-10mos.

No Illustration Available

Brief Description:

Wooden rods designed to be used with Laplandia Developmental Infant Toys. The three tods (each must be ordered separately) provide flexibility in use for crib or playpen and are especially of use to the handicapped child who may have exceptional needs in positioning of the body. Available: Crib Toy Rod, L-Bow Toy Rod, and Simple Toy Rod.

Suggested Uses:

1. Place rod across crib, playpen (or other place where child must be positioned in exceptional manner).
2. Choose simple wooden shape to be secured on rod.
3. Shapes on rod may be changed with ease.

Manufacturer Laplandia

Price Range 10-20, 20-30

Skills:

* Visual: awareness, tracking.

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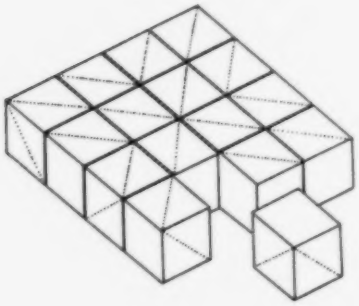
DESIGN CUBES SET

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Set of 16 plastic cubes, each with 6 different faces, plus 20 pattern cards offer a graduated series of shape and pattern matching activities. Cubes measure 1-1/2 inches.

Suggested Uses:

1. Show child how to place cubes on top of pattern cards. Encourage child to do this.
2. Have child build pattern by placing cubes next to cards.
3. Encourage child to create his/her own design.
4. As a memory task, show child a card. Take it away after approximately five seconds. Ask child to make the design with blocks. If child is unsure while working, show the design again.

Manufacturer Lakeshore Curriculum Materials Co.

Price Range 10-20

Skills:

* Visual: visual discrimination
Cognitive: color, form
Fine Motor: whole hand, pincer grip

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DEVELOPMENTAL INFANT TOYS -- CRIB MOBILES

Suggested Developmental Level 3-10mos. Suggested Interest Level 3-10mos.

No Illustration Available

Brief Description:

Modular wooden shapes, designed to be placed on rod extending across crib or playpen.

Suggested Uses:

1. Place rod across crib or playpen.
2. Choose simple wooden shape to be secured on rod.
3. Place child in position to facilitate gazing.
4. Remove shape when child is irritated, disinterested or tired.
5. Change shapes...observe child's reaction to the new shapes...note whole body movement and length of gazing time.

Manufacturer Laplandia

Price Range 0-10, 10-20

Skills:

* Visual: awareness, tracking

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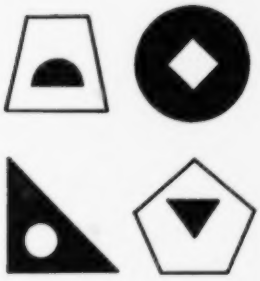
DIMENSIONAL PUZZLE

Suggested Developmental Level 3-4 Suggested Interest Level 3-4



Brief Description:

12 inner and 12 outer shapes, to be matched and then placed into the base. Self-correcting.

Suggested Uses:

1. Encourage the child to use the puzzle alone before you play with the child. Observe how the child uses the puzzle.
2. Take out the top row of large shapes (determine which is top before you begin). Ask child to replace them. Do this with second row, then the third row.
3. Take out all the shapes. Take the small piece out of the large pieces. Ask the child to sort pieces by color. Another time you may say, "put all the shapes like this one (show the circle or a different shape) in a pile."
4. As you point to an empty space, ask the child to find the piece that goes there. Or you may pick up a piece and ask the child to find the place where it goes. Help the child if needed.
5. When the child is ready, name the common shapes as the child plays with the puzzle.
6. When the child is ready, encourage the child to put the entire puzzle together.
7. Puzzle pieces may be used as stencils for drawing shapes to make pictures.

Manufacturer Ambi

Price Range 0-10

Skills:

* Visual: visual discrimination

Fine Motor: hand-eye coordination

Cognitive: shape concept,depth,form

Communication: labeling

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EYE-HAND INTEGRATION EXERCISES (SET I)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

No Illustration Available

Brief Description:

The exercises in Set I begin with straight and curved lines, then increase in difficulty. The more advanced exercises in Set II teach students to identify missing parts of a whole and to improve their visual-motor coordination. Children progress from drawing straight lines to more complex designs of numerous lines in various directions.

Suggested Uses:

1. Using the pointing finger, have the child trace one or more lines.
2. After practice with step one, give the child a marking pen to use in tracing all the lines on a card.
3. Teach the child how to erase with a tissue or cloth, using one hand, then the other (good as a bilateral activity - development of both sides of the body).

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Visual: visual sequencing

Fine Motor: hand-eye coordination, bilateral activities

Reading: reading readiness

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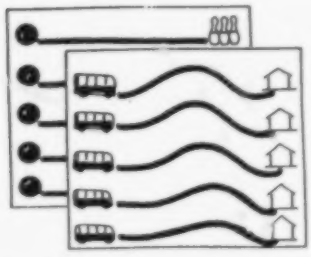
EYE-HAND INTEGRATION EXERCISES (SET II)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Pre-writing practice teaches child to identify missing parts of a whole. The set consists of: 77 exercises on laminated cards, 2 black tip marking pens, 2 wiping cloths.

Suggested Uses:

1. Using the pointing finger, have the child trace first a shape on the card, then trace the shape over the dots below.
2. After practice with step one, give the child a marking pen to use in tracing a shape on the card, then encourage the child to draw the shape over the dots below.
3. On the picture cards, have the child draw in the missing parts.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:
* Visual: visual discrimination
Fine Motor: hand-eye coordination
Reading: reading readiness

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FIGURE-GROUND ACTIVITY CARDS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Each picture has two or three objects keyed in the upper right-hand corner that also appear in the picture below. The child must locate and circle the keyed objects. Components: 9 durable 11" x 7-1/2" cards printed on both sides. Two black felt-tip marking pens. Two wiping cloths. Instructions and classroom storage box.

Suggested Uses:

1. Find and circle the hidden objects in the picture using the non-permanent marker.
2. Make up a story about the people in the picture. Who is there? What are they doing? What will happen next?

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Visual: visual discrimination

Cognitive: form

Communication: labeling, sentence structure

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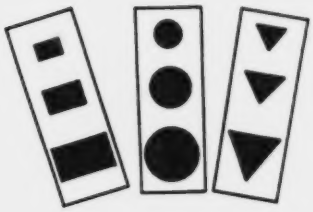
FIT-A-SIZE

Suggested Developmental Level 3-5 Suggested Interest Level 3-5



Brief Description:

A game for learning size discrimination with shapes--circles, squares, triangles and rectangles in crepe foam. Each is in 3 sizes (and its own color).

Suggested Uses:

1. Place strips on paper and trace shapes with crayon.
2. Color shapes.
3. Count shapes.
4. Name the shapes.
5. Fit shapes into foam.
6. Name the shapes.
7. Use terms: big/bigger/biggest.

Manufacturer Childcraft Education Corp.

Price Range 0-10

Skills:

* Visual: visual discrimination

Cognitive: shape concept, size, color, sequence

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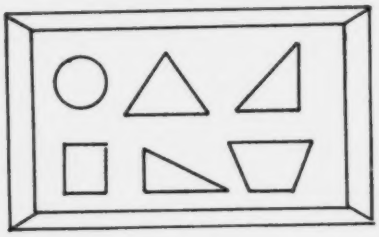
FORM PUZZLE

Suggested Developmental Level 3-4 Suggested Interest Level 3-4



Brief Description:

Geometric shapes intended as a first step to working puzzles. Base can be used for drawing and coloring.

Suggested Uses:

1. Place Form Puzzle near child with pieces in place. Observe child to determine if child is interested.
2. Early steps: remove a corner piece, replace, remove...hold toward child...encourage child to take puzzle piece and put into place on board. If child shows no interest at first, continue removing, replacing pieces, encouraging child to join play.
3. If child has difficulty finding place for a piece, point to correct space. Help in replacement only after child has tried and you sense an unability to fit piece into its space.
4. Sorting pieces by shape: show child a shape...place this shape on top of a like shape. Say: "Find one like this one," as you hold up one of the shapes.
5. For older child developmentally, hold up a shape (example: square), say "This is a square." "Find where the square goes." Follow procedure with other shapes.
6. More difficult step: Say: "Find a blue rectangle." "Can you find where it goes?"

Manufacturer Ambi

Price Range 0-10

Skills:

* Visual: visual discrimination

Fine Motor: hand-eye coordination

Cognitive: shape concept, depth, form

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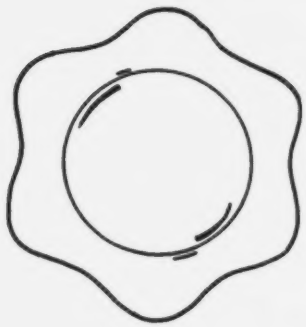
FUNSHINE

Suggested Developmental Level 6 - 18 mos Suggested Interest Level 6 - 18 mos



Brief Description:

Unbreakable polyester mirror shapes to facilitate teething.

Suggested Uses:

1. Hand child mirror, give child time to discover reflection.
2. If child fails to gaze into mirror, move mirror for child to see reflection.
3. Position child with teether, giving the opportunity to suck on the rim.

Manufacturer Ambi

Price Range 0-10

Skills:

* Visual: visual awareness

Fine Motor: whole hand grip

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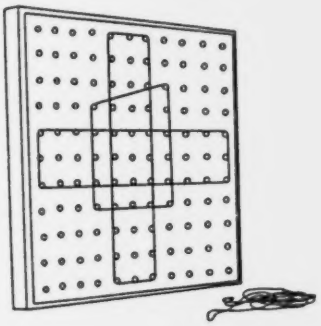
8" X 8" GEOBOARD

Suggested Developmental Level 5-10 Suggested Interest Level 5-10



Brief Description:

8" X 8" geoboard. Double sided for 2 types of activities. One side is a conventional array of squares on a 2 cm grid. The other has an isometric pin arrangement for patterns of equilateral triangles and the shapes built upon them. Rubber bands included. Instructions included.

Suggested Uses:

1. Let the child reproduce patterns using pegs.
2. Also reproduce patterns by stretching rubber bands across the pegs by matching color, shape, and size.
3. Teach the child the concepts of horizontal, vertical, diagonal, and intersecting lines.
4. Have the child reconstruct patterns from viewing half a design only.
5. Allow the child to create designs.

Manufacturer Ideal

Price Range 0-10

Skills:
* Visual: visual discrimination, visual sequencing
Cognitive: shape concept, form

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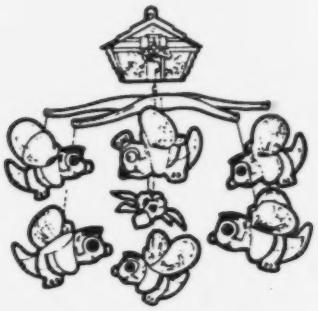
HONEY BEE CRIB MOBILE

Suggested Developmental Level 3-6mos Suggested Interest Level 3-6mos



Brief Description:

Figures fly around when mobile key is wound up. As the forms move, a music box plays softly.

Suggested Uses:

1. Set up mobile for infant. Turn music box on.
2. Observe child's response. Note length of time child maintains gaze. Watch whole body movements, such as kicking and arm waving.
3. Remove mobile when infant appears uninterested or irritated by it.
4. Repeat mobile use on a daily basis.

Manufacturer Chicco

Price Range 10-20

Skills:

* Visual: awareness, tracking

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HOUSE OF SHAPES

Suggested Developmental Level 6-18mos. Suggested Interest Level 6-18mos.

No Illustration Available

Brief Description:

Activity Box is shaped as a house. Each side containes different shapes, keys, figures which are colored in four basic colors. Child is given opportunities to sort in three different ways.

Suggested Uses:

1. Hand child a figure shape...assist him/her in associating color with figure shape. Give child a chance to place all four figures inside shapes.
2. Give child shape key...demonstrate the relationship of key with color. Turn house around to appropriate door to help child assiciate color door with key. Allow child practice time.
3. Demonstrate roof shape holes. Encourage child to sort roof holes with colorful figures.
4. Mix shape figures and keys. Give child time to explore.
5. Repeat demonstration procedure if child gets confused.

Manufacturer Berchet

Price Range 20-30

Skills:

* Visual: discrimination

Fine Motor: whole hand grip

hand-eye coordination

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KNOBBED RAINBOW PUZZLE

Suggested Developmental Level 2-5 Suggested Interest Level 2-5

Brief Description:

Wooden puzzle with knobs for ease in finger gripping. 9 pieces.

Suggested Uses:

1. Remove one piece; have the child replace it. Play this "game" as a preliminary step to puzzle making.
2. Have the child take out all pieces and you, the adult, replace them. You are "modeling" what the child is to do as he or she watches.
3. As the child is learning to make the puzzle, you may verbalize by saying: "a little higher," or "down a little," or other simple directional words.
4. Talk about the colors in the completed puzzle. Name the colors of the rainbow as you touch the pieces from left-to-right. Remove pieces in order. Have the child replace from left-to-right, saying names of colors.
5. Be sure to praise as the child meets with success.

Manufacturer Woodlite

Price Range 10-20

Skills:
* Visual: visual discrimination
Fine Motor: hand-eye coordination
Cognitive: shape concept, color, sequence

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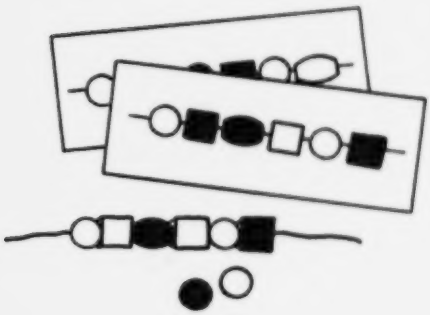
LARGE COLORED BEADS AND PATTERNS

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Brightly colored beads for stringing. For older child, the vocabulary for shapes includes "cubes," "spheres," "cylinders," and "ovals."

Suggested Uses:

1. Give child the correct number, size, and color of beads shown on a card and have him or her match the pattern of beads to the card.
   a. first, match beads directly on the cards
   b. second, match beads next to cards
   c. third, string beads.
2. Give child random choice of beads and a card and have him or her match the beads to the cards.
3. Count beads.
4. Give the child verbal directions on how to form a pattern. For example, say, "String one blue cube, two green cylinders, five yellow spheres, etc." This activity is for an older child.

Manufacturer IDEAL

Price Range 20-30

Skills:

* Visual: visual sequencing concept

Fine Motor: hand-eye coordination, pincer grip

Cognitive: shape, size, color

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LARGE PARQUETRY BLOCKS AND DESIGNS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Large parquetry blocks in 3 shapes: square, diamond, and triangle. Blocks come in 6 nontoxic colors: red, yellow, blue, orange, green, and purple. All blocks have rounded edges and are available in wood or plastic. Pattern sheet included. Large parquetry designs have cards that measure 8-1/2" x 11" and are printed on durable varnish-coated stock. Instruction booklet included.

Suggested Uses:

1. Encourage child to use parquetry blocks to duplicate designs with correct color and shape. First make on top of design and then next to it.
2. Encourage child to make his/her own design with parquetry pieces.
3. Show child a parquetry block. Say, "Find all the pieces you can that are the same color." If the child seems interested play the game in short sessions each day for a series of days.
4. Play the game of "Find the shape that is the same as this one" as you point to a shape.

Manufacturer DLM Teaching Resources

Price Range Blocks(plastic)10-20
Designs 1-10

Skills:
* Visual: visual discrimination
Fine Motor: pincer grip, hand-eye coordination
Cognitive: color, shape concept

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LARGE PARQUETRY PATTERNS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

No Illustration Available

Brief Description:

Includes 156 Tactilmat parquetry pieces in 8 colors along with 16 plastic laminated pattern cards of increasing difficulty. Contains English and Spanish instructions.

Suggested Uses:

1. Use parquetry pieces to duplicate designs with correct color and shape. First make on top of design and then next to it.
2. Make your own design with parquetry pieces.
3. Categorize pieces by color and shape.
4. For child who would like a challenge, show design card briefly (5-10 seconds). Remove card and have child reproduce design from memory. Have child check self when he or she has finished by comparing with original design.

Manufacturer Ideal

Price Range

Skills:

* Visual: visual discrimination, visual memory

Fine Motor: hand-eye coordination

Cognitive: shape concept form

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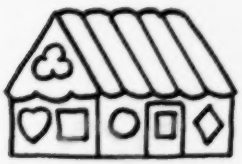
LAURI HOUSE PUZZLE

Suggested Developmental Level 3-5 Suggested Interest Level 3-5



Brief Description:

Made of crepe foam rubber. Different textures on each side (krinkle and suede) and bright, clear-through colors permit assembly with either side up and reversal of left-right orientation. Pieces are single colored parts or shapes cut on conceptual lines. All puzzles have 8-1/4" x 11-1/2" x 3/16" thick, one-piece frames. Replacement pieces available.

Suggested Uses:

1. Before the child uses the puzzle, talk about the house, its pieces, where the roof and door are, etc.
2. Verbally guide the child as he or she assembles the puzzle.
3. Ask child to assemble the house with the "smooth" side up--another time with the rough side up.
4. Switch the texture of some pieces and ask the child to feel the puzzle and--with eyes closed--tell which piece is different.
5. Discuss and name colors and shapes.

Manufacturer Lauri, Inc.

Price Range 0-10

Skills:

* Visual: discrimination

Fine Motor: hand-eye coordination

Cognitive: shape concept, color

Tactile: tactile discrimination

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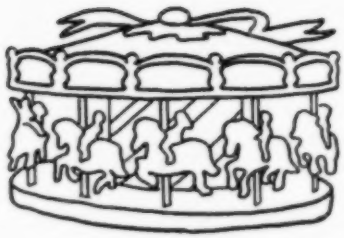
LAURI RUBBER MERRY-GO-ROUND PUZZLE

Suggested Developmental Level 5-10 Suggested Interest Level 5-10



Brief Description:

11-1/2" x 17" crepe foam rubber picture puzzle. Includes full-size pattern board for younger children. All 3/16" thick crepe foam rubber in a rainbow of colors. One-piece frame. 71 pieces.

Suggested Uses:

1. As a beginning activity, take out several pieces and have the child replace them. If this is successful, take out more pieces and play a game of putting pieces back in the correct places.

2. The younger child can assemble the puzzle on the printed pattern sheet, learning to match the outlined shapes.

3. The older child can assemble the puzzle without the aid of the pattern sheet, learning the visual skill of fitting positive and negative shapes together.

4. To develop color recognition, the child can be asked to identify each color as the piece is put in place.

Manufacturer Lauri, Inc.

Price Range 10-20

Skills:

* Visual: visual discrimination

Fine Motor: hand-eye coordination, pincer grip

Cognitive: shape concept, color

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LEARNING TO LOOK

Suggested Developmental Level 3-8 Suggested Interest Level 3-8

Brief Description:

Materials include 2 sets of illustrated picture cards. Children identify simple to more complex representations of objects. The difficulty level increases from shape recognition activities to the perception of shapes in everyday scenes.

Suggested Uses:

1. Talk about the pictures. For very young child say, "Point to the house (bus, kite, etc.)."
2. For the child (approximately 3-5), show a shape card, say "Find one like this one in the picture." Show the child what you mean. (This can be a difficult concept for children to learn.)
3. The purpose of the Flip Flaps is to cover a section (perhaps allow only 1/4 of original picture to show) so that the child has a small section in which to concentrate the search.

Manufacturer Ideal

Price Range 0-10

Skills:

* Visual: visual awareness, visual discrimination, visual memory

Cognitive: shape concept

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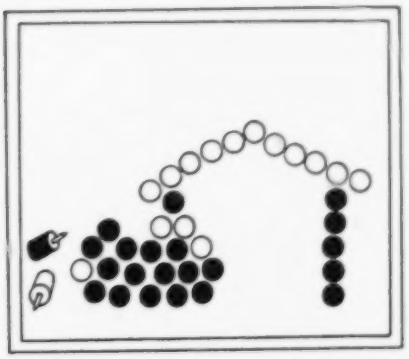
LITE-BRITE

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Lite Brite is a pegboard that lights up. A light within the box shines through the designs and the colorful translucent pegs to illuminate the artwork. The set includes 369 pegs, 15 designs to copy, 9 blank sheets, and instructions.

Suggested Uses:

1. This game requires the child to remember the letter symbol which stands for a particular color. At first you will want to tell your child that "Y" stands for yellow. "Find all of the yellow pegs and put them in the place where you find "Y" on the Lite-Brite design sheet." Continue with each color one at a time. Check to find out if all the "Y" places have been found before going on to the next color.
2. After a while you may make a chart for your child on which you have printed:
   Y (yellow color next to it)
   G (green color next to it)
   etc.
3. Watch the designs so that your child uses easy ones at first and progresses to more difficult ones.
4. Let the child choose between two pictures which you have selected, in order to present an opportunity for decision making.
5. When the child is ready for it, place a blank sheet into the Lite-Brite and have him or her create a picture.

Manufacturer Hasbro

Price Range 10-20

Skills:

* Visual: discrimination, memory

Fine Motor: dexterity, pincer grip

Cognitive: color, cause effect, shape concept

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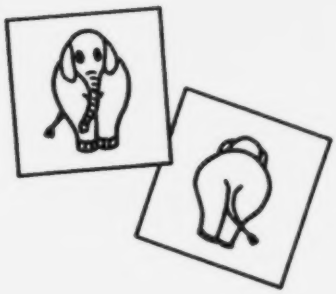
MEMORY CARD MATCHING GAME; FRONTS AND BACKS

Suggested Developmental Level 4-10 Suggested Interest Level 4-10



Brief Description:

Match pairs of familiar objects to develop early language skills.

Suggested Uses:

1. A beginning activity will involve vocabulary. "This is a ..." "What is this?" Allow the child time to respond.
2. Once the child is familiar with the pictures, put two to four cards before the child; ask the child to tell you about them. You may question, "Which is the front?" or "Which is the back?"
3. When playing the game as "concentration," begin with four cards, build gradually to ten. As success is met, add more pictures to the game.
4. The game may be played by one player matching fronts to backs. Or, laying out 10 or more cards, two or more players may participate.

Manufacturer 3R's Learning Materials Center Ltd

Price Range 0-10

Skills:

* Visual: visual memory, visual discrimination

Communication: labeling

Cognitive: classification

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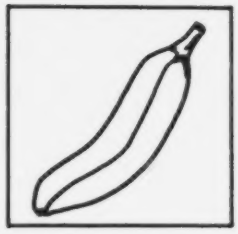
MEMORY CARD MATCHING GAME (ORIGINAL)

Suggested Developmental Level 2-10 Suggested Interest Level 2-10



Brief Description:

Players use their memory to locate and collect matching pairs of picture cards.

Suggested Uses:

1. Beginning activity will involve vocabulary development. "This is a...", "What is this?" Allow the child time to respond.

2. Once the child is familiar with the pictures, put two or three cards before the child and ask the child to tell you about them. You may question, "What is the same about the (name two or three object pictures)?" Or question what is different. Suggestion: deal with color or size first, later more subtle differences.

3. When playing the game as "concentration," begin with four cards, build gradually to ten. As success is met, add more pictures to the game.

Manufacturer 3 Rs Learning
Materials Center Ltd

Price Range 0-10

Skills:
* Visual: visual discrimination
visual memory
Communication: labeling
Cognitive: shape concept, color

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MICKEY MOUSE WOODBOARD PUZZLE

Suggested Developmental Level 3-7 Suggested Interest Level 3-7

Brief Description:

Woodboard puzzle. 8 pieces.

Suggested Uses:

1. Talk about the puzzle. Ask the child questions about it, such as, "What is Mickey Mouse doing?" "Why is he waving?"

2. Take out one of the pieces. Give it to the child. Ask the child to put it back in the picture. (Talk about what the piece is and where it goes.)

3. Take out two body parts. Ask the child to replace them. Talk about where they go. Do the same with other body parts.

4. When the child is ready, take out all the pieces. Place them in positions for easy placement back in the puzzle. Praise as pieces are correctly placed.

5. Mix up the pieces with the child's help. Give help as needed in putting the puzzle back together.

Manufacturer Playskool

Price Range 0-10

Skills:

* Visual: visual discrimination

Communication: talking with meaning

Cognitive: shape concept; Fine Motor: pincer grip, hand-eye coordination

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MUSICAL CAROUSEL

Suggested Developmental Level 6mo-2 Suggested Interest Level 6mo-2

Brief Description:

Children riding horses on merry-go-round, turn when music box is activated by rotating a colored ball on top of the roof.

Suggested Uses:

1. Place carousel within visual field of child.
2. Give child time to look at toy.
3. When child maintains brief visual attention, wind up carousel.
4. Observe child's reaction at different times and places.
5. Plan on using musical carousel when child is alert.

Manufacturer Chicco

Price Range 20-30

Skills:

* Visual: awareness

Auditory: awareness

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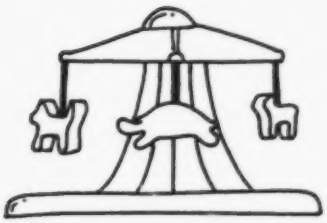
MUSICAL CAROUSEL (BERCHET)

Suggested Developmental Level 6-18mos. Suggested Interest Level 6-18mos.



Brief Description:

Animal shapes extend from carousel swing which rotates as it is wound up. Soft music plays as carousel turns.

Suggested Uses:

1. Place carousel within visual field of child.
2. Give child time to look at toy.
3. When child maintains brief visual attention, wind up carousel.
4. Observe child's reaction at different times and places.
5. Plan on using musical carousel when child is alert.

Manufacturer Berchet

Price Range 20-30

Skills:
* Visual: awareness
Auditory: awareness

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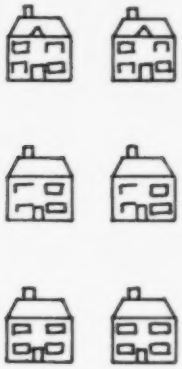
OBSERVATION TEST MATCHING CARDS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Finding the minor detail that differentiates each pair of cards in these sets from the other pairs requires the student to exercise powers of observation, discrimination, and classification. This set has twelve pairs of cards and each pair is slightly different.

Suggested Uses:

1. As you begin using these materials with the child, point to pictures which are the same and say "These are the same." When you feel the child is understanding this term, you may show two pictures which are unlike, such as a boy holding up his right hand compared to a boy holding up his left hand. Say: "These are different." You may wish to present these concepts on different days. Another day use both the terms "same" and "different." If the child becomes confused, return to the word "same," then "different" as separate learning experiences.

2. When the child is ready, lay out all the pictures, face up, and you and the child match pictures that are the same, stacking them in two's or placing them in pairs, side by side.

3. You may play the game "Fish" with the tiles. Lay five tiles before each player. All other tiles are face down in the "pond." As each person has a turn, pairs are matched and placed in a pile by the person who made the match. Person with the most tiles wins the game. (In this game, the "hand" is visible to all who play the game. The objective is to play "Fish" at an early learning level).

Manufacturer Didax

Price Range 10-20

Skills:

* Visual: visual discrimination

Cognitive: classification

Communication: sentence structure

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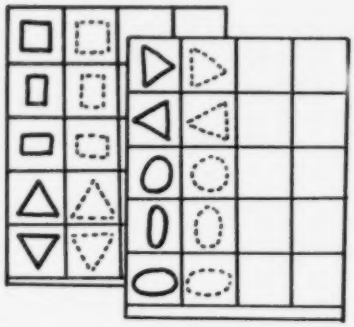
PERCEPTUAL DEVELOPMENT CARDS SET 1

Suggested Developmental Level 4-6 Suggested Interest Level 4-6



Brief Description:

Wipe-Away cards can be used over and over again to develop reading readiness skills. Children use crayons to respond and wipe off answers with a tissue or cloth. 8 reusable 8-1/2" x 11". Cards have simple elementary figures.

Suggested Uses:

1. Using the pointing finger, have the child trace first a darkly printed shape, then trace the shape on the dotted lines.
2. After practice with step one, give the child a crayon to use in tracing first a darkly printed shape, then a dotted line shape.
3. Teach the child how to erase with a tissue or cloth, using one hand, then the other (good as a bilateral activity - development of both sides of the body).

Manufacturer Ideal

Price Range 0-10

Skills:

* Visual: visual discrimination

Fine Motor: hand-eye coordination, bilateral activites

Reading: reading readiness

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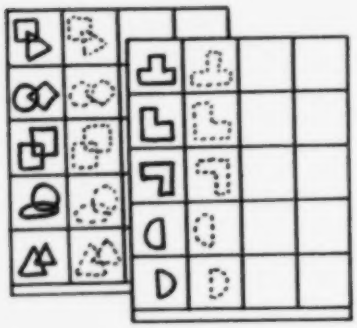
PERCEPTUAL DEVELOPMENT CARDS (SET 2)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Each set of 8 has 40 figures on 8-1/2" x 11" Mark On--Wipe Off cards. Set 1 has simple, elementary figures. Plastic markers included.

Suggested Uses:

1. Trace a figure with your pointing finger. Then ask child to do this.
2. Next ask child to trace that same figure with crayon -- first the solid figure, then the dotted shape and finally in blank space.
3. If child has difficulty, repeat the entire process of steps one and two.
4. If child needs further directions, use terms such as, "over," "down," "across."
5. Encourage child to copy designs on separate paper when ready for this step.

Manufacturer Ideal

Price Range 0-10

Skills:
* Visual: sequencing. Fine Motor: hand-eye coordination, bilateral activities. Reading: readiness. Cognitive: shape concept

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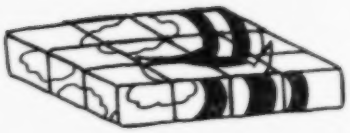
PUZZLE CUBES: DONALD DUCK

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Six different pictures to be made by turning the wooden cubes. Picture guide included.

Suggested Uses:

1. To avoid frustration on the part of the child, assist the child through early exploration in the use of the puzzles. Take out a block of a completed puzzle. Replace it. Then have the child do the same.
2. Take the puzzle apart, being careful to keep the correct pieces facing up. Work with the child in putting it together. Have the picture set up as a guide.
3. Make up a story about the puzzle for the child; encourage the child to help you make up a story.
4. If necessary, have the child place puzzle pieces directly on top of the picture as a pattern in putting the puzzle blocks into correct position.
5. When the child is able, encourage the child to make decisions about putting a puzzle together, with minimal help from you, the adult.
6. When you are sure the child will not be confused by the experience, have some fun putting different pieces together with other puzzles--to make funny pictures.

Manufacturer Marlon Creations, Inc.

Price Range 0-10

Skills:

* Visual: visual discrimination

Communication: labeling

Fine Motor: hand-eye coordination

Cognitive: shape concept, color

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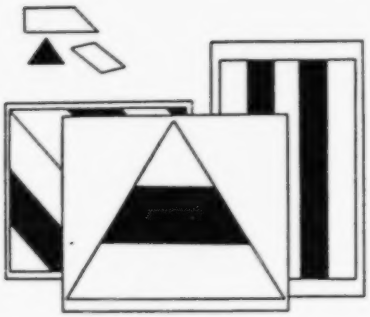
PYRAMID PUZZLES

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

18 colored strips 1" wide and in varying lengths from 1" to 12".

Suggested Uses:

1. Ask child to use strips to duplicate designs with correct length and color; first, on top of design and then next to it.
2. Have your child create a design.
3. Talk with child about colors of strips.
4. Use words like: long/longer/longest; short/shorter/shortest; top/bottom; and first/second.

Manufacturer Ideal

Price Range 10-20

Skills:

* Visual: visual discrimination

visual sequencing

Fine Motor: hand-eye coordination

Cognitive: color, form

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RACER BEGINNER PUZZLE

Suggested Developmental Level 2-4 Suggested Interest Level 2-4

Brief Description:

Washable, durable, quiet and safe with permanent colors, the puzzle promotes puzzle shape and color discrimination. 8 pieces.

Suggested Uses:

1. As a beginning activity, take out one piece and have the child replace it. If this is successful, take out two or more pieces and play a game of putting pieces back in the correct places.
2. The younger child can assemble the puzzle on the printed pattern sheet, learning to match the outlined shapes.
3. The older child can assemble the puzzle without the aid of the pattern sheet, learning the visual skill of fitting positive and negative shapes together.
4. To develop color recognition, the child can be asked to identify each color as the piece is put in place.

Manufacturer Lauri, Inc.

Price Range 0-10

Skills:
* Visual: visual discrimination
Fine Motor: hand-eye coordination, pincer grip
Cognitive: shape, color

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RUBBER CASTLE PUZZLE

Suggested Developmental Level 5-10 Suggested Interest Level 5-10

Brief Description:

A large, complex puzzle--comes with a pattern. 93 pieces. 11-1/2" x 17" puzzle includes a full-size pattern board for younger children. Also can be used without a pattern. All 3/16" thick crepe foam rubber in colors. One-piece frame.

Suggested Uses:

1. As a beginning activity, take out several pieces and have the child replace them. If this is successful, take out more pieces and play a game of putting pieces back in the correct places.

2. The younger child can assemble the puzzle on the printed pattern sheet, learning to match the outlined shapes.

3. The older child can assemble the puzzle without the aid of the pattern sheet, learning the visual skill of fitting positive and negative shapes together.

4. To develop color recognition, the child can be asked to identify colors as some of the pieces are put in place.

5. Encourage child:
   a. to use the frame to assist in putting puzzle together
   b. to use color as clue
   c. to use visual cues for interlocking of pieces.

Manufacturer Lauri, Inc.

Price Range 10-20

Skills:
* Visual: visual discrimination
Fine Motor: pincer grip
Perceptual: position in space

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SMURF WOODBOARD PUZZLE

Suggested Developmental Level 3-7 Suggested Interest Level 3-7

Brief Description:

Easy puzzle. Woodboard puzzle. 10 pieces.

Suggested Uses:

1. Talk about the puzzle. Ask the child questions about it such as, "What is Smurf doing?" or "Where is his head?"
2. Take out one of the pieces. Give it to the child. Ask the child to put it back in the picture. (Talk about what the piece is and where it goes.)
3. Take out two body parts. Ask the child to replace them. Talk about where they go. Do the same with other body parts.
4. When the child is ready, take out all the pieces. Place them in positions for easy placement back in the puzzle. Praise as pieces are correctly placed.
5. Mix up the pieces with the child's help. Give help as needed in putting the puzzle back together.

Manufacturer Playskool

Price Range 0-10

Skills:

* Visual: visual discrimination

Communication: talking with meaning

Cognitive: shape concept; Fine Motor: pincer grip, hand-eye coordination

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SQUIRREL PUZZLE

Suggested Developmental Level 3-7 Suggested Interest Level 3-7

Brief Description:

Easy puzzle (5 to 7 pieces).

Suggested Uses:

1. Talk about the puzzle. Ask child questions about it such as, "What is the squirrel doing?" or "Where is his tail?"
2. Take out one of the pieces. Give it to the child. Ask the child to put it back in the picture. (Talk about what the piece is and where it goes.)
3. Take out two body parts. Ask the child to replace them. Talk about where they go. Do the same with other body parts.
4. When the child is ready, take out all the pieces. Place them in positions for easy placement back in the puzzle. Praise as pieces are correctly placed.
5. Mix up the pieces with the child's help. Give help as needed in putting the puzzle back together.

Manufacturer Playskool

Price Range 0-10

Skills:

* Visual: visual discrimination

Communication: talking with meaning

Cognitive: shape concept; Fine Motor: pincer grip, hand-eye coordination

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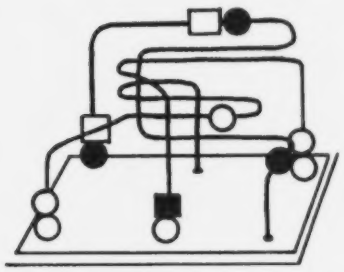
THE MAZE

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Hardwood base with primary colored wires set in. Beads are blue, yellow, green, and red.

Suggested Uses:

1. Encourage the child to play freely with beads.
2. Discuss the colors and have the child name them.
3. Let the child move the beads vertically, and horizontally through the maze.
4. Use terms: "over," "under," "through," "up," "down," "left," "right."
5. Have the child complete the task in two ways: a) by holding one hand behind back, doing all with writing hand; b) by transferring bead from one hand to other as bead moves through maze.

Manufacturer Lakeshore Curriculum Materials Corp.

Price Range 30-40

Skills:
* Visual: visual sequencing, visual memory; Fine Motor: pincer grasp, hand-eye coordination, dexterity, bi-lateral activites. Cognitive: color-form

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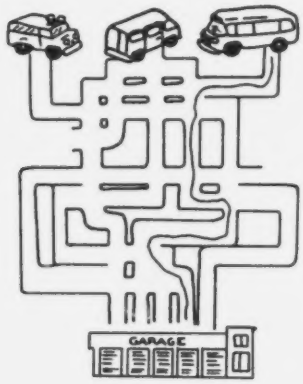
TRACKING ASSOCIATION CARDS

Suggested Developmental Level 4-12 Suggested Interest Level 4-12



Brief Description:

Set includes 9 double-sided laminated Child may choose any track between 2 objects. Two black visual-aid marking pens (felt tip), cloths for wiping the cards clean, and complete instructions are included.

Suggested Uses:

1. Using the non-permanent marker, make a path from the object to its destination, or from a word to its opposite. Stay on the path! Find the shortest way.

2. Make up a story about why the object is going to (or is part of) the destination. Also tell why the 2 words are opposites.

3. What do all the pictures on the page have in common? (What is the category?)

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:
* Visual: visual discrimination
Fine Motor: hand-eye coordination
Communication: labeling

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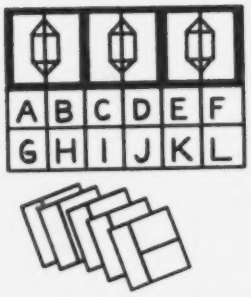
VERSA-TILES: LEARNING ABOUT OUR WORLD

Suggested Developmental Level 4-10 Suggested Interest Level 4-10



Brief Description:

Game format introduces students to a wide range of facts about such topics as geography, social science, art, language, and cultures. Includes three books (96 pages) and one Versa-Tiles-12 Answer Case.

Suggested Uses:

1. Problems are solved by placing tiles corresponding to the question number on lettered answer spaces in the case.
2. Exercises are self-corrective by turning the answer case over and checking the colorful pattern formed on the back of the tiles.
3. The child knows that all answers are correct when the geometric pattern matches the one printed on the exercise page.
4. Versa-Tiles build in successful reinforcement with the exercises.

Manufacturer Educational Teaching Aids

Price Range 10-20

Skills:

* Visual: visual discrimination

Fine Motor: hand-eye coordination

Life: environmental awareness

Cognitive: cause-effect

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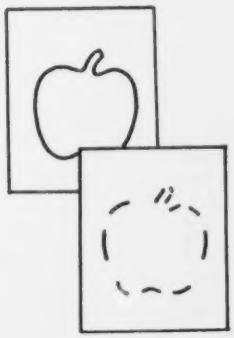
VISUAL CLOSURE CARDS

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

An 18 card set of easily recognized objects. One card in the set shows a complete drawing, while its counterpart indicates a broken pattern. With the use of these cards, children develop confidence in completing visual closures and object identification.

Suggested Uses:

1. Have the child match the complete drawing with the broken pattern.
2. Show the child the broken pattern card and ask the child to identify it.
3. As the child sees the complete drawing, ask him/her to use the finger to trace the broken pattern.

Manufacturer Ideal

Price Range 0-10

Skills:

* Visual: visual discrimination

Fine Motor: hand-eye coordination

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VISUAL RECALL FLASH CARDS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Cards provide practice in recognition and recall. 60 flash cards, 30 pictorial and 30 shape cards, 7-1/2" x 3-1/4", stress object, shape, and color sequencing. Pupils can respond verbally or use the 27 response cards which compliment the shape card units.

Suggested Uses:

1. Have child identify pictures on the flash cards.
2. Give child 10 shape cards. Have child sort them by shape. Another time ask child to sort by color.
3. Put two picture cards out. Cover them. Ask child to tell you what was seen. When child has met with success for a day or two with this activity use three cards. Then move to flash card with four items pictured.
4. Should the child make errors on two or more sequences, stop the activity. The next day, move back to an easier level.

Manufacturer Ideal

Price Range 10-20

Skills:
* Visual: visual memory, visual sequence
Cognitive: shape concept, color
Communication: labeling

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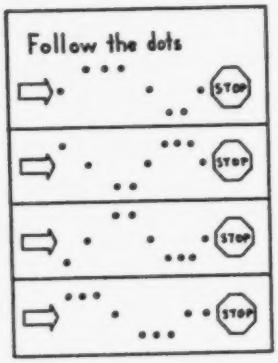
VISUAL TRACKING CARDS

Suggested Developmental Level 3-5 Suggested Interest Level 3-5



Brief Description:

Orientate students to left-right directionality with this "hands-on" approach. 12 Mark On--Wipe Off, 8-1/2" x 11" cards have progressive activities from simple eye movement tasks to total word recognition. Set includes a box of plastic markers.

Suggested Uses:

1. Take out the easiest design. Point to the first design. Trace the design with your finger (always start as the left of the card). Praise as the child follows the design.

2. Take time to enjoy other designs, playing follow-the-leader.
   a. say "my turn" you finger trace.
   b. say "Your turn," child traces design with finger.

3. When you feel child is ready, give the child a plastic marker. Ask the child to trace over first design. Then ask the child to draw the shape on Mark On--Wipe Off card.

4. Short sessions are best for this activity. Stay with the child as the child traces, then draws. Your presence will encourage the child to verbalize. Praise for accurate copying. Praise even when the child is trying, even is not accurately done by saying something like, "I can see you are trying; that's good."

Manufacturer Ideal

Price Range 0-10

Skills:
* Visual: sequencing
Fine Motor: hand-eye coordination

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WHAT'S WRONG HERE (REVISED EDITION)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Set of 24 8-1/2" x 10" cards picturing familiar scenes with incorrect details. Use of material appears on card backs. Guide included.

Suggested Uses:

1. Have the child describe where the picture takes place (farm, home, outdoors). Talk about the whole scene rather than any specific detail.

2. Have the child talk about some of the things that are wrong in the picture and why they are wrong.

3. Pick out something normal in the picture and have the child tell, write, or draw something about it.

4. Ask a short question; the child is to answer yes or no. For example:

   Do dogs bark? (yes).
   Do worms sing? (no).

   If the child answers "no," ask the child to explain why.

Manufacturer DLM Teaching Resources

Price Range 20-30

Skills:
* Visual: visual discrimination
Communication: labeling, sentence structure
Cognitive: form

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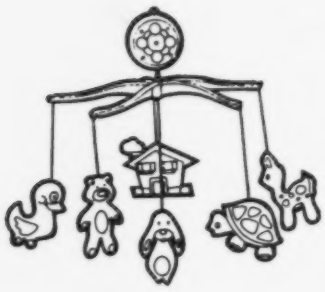
ZOO CRIB MOBILE

Suggested Developmental Level 3-6mos Suggested Interest Level 3-6mos



Brief Description:

Figures fly around when mobile key is wound up. As the forms move, a music box plays softly.

Suggested Uses:

1. Set up mobile for infant. Turn music box on.
2. Observe child's response. Note length of time child maintains gaze. Watch whole body movements, such as kicking and arm waving.
3. Remove mobile when infant appears disinterested or irritated by it.
4. Repeat mobile use on a daily basis.

Manufacturer Chicco

Price Range 10-20

Skills:

* Visual: Awareness, tracking

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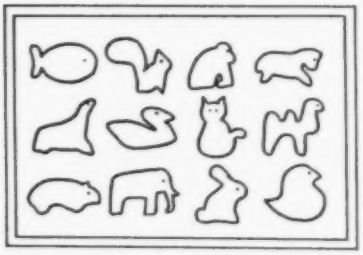
ZOO PUZZLE

Suggested Developmental Level 3-5 Suggested Interest Level 3-5



Brief Description:

Basic shapes of well-known zoo animals. The figures can be used as a drawing-aid.

Suggested Uses:

1. Talk about the animals as you point to them.
2. Ask the child to take out the animals as you name them one by one.
3. Have the child sort the animals according to color.
4. As you point to a space on the board, tell the child to find the animal. Example, point to space at top left; say "Find the yellow fish. Put it here."
5. Take out all animals. Mix them up, being careful not to turn them upside down. Ask the child to put the animals back in their "home" spaces.

Manufacturer Ambi

Price Range 0-10

Skills:

* Visual: visual discrimination.

Cognitive: form/color.

Fine Motor: hand-eye coordination.

Life: environmental awareness.

Communication: labeling.

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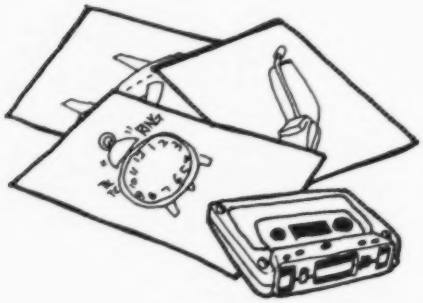
AUDITORY FAMILIAR SOUNDS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Includes fifty recorded familiar environmental sounds such as a man's voice, a woman voice, a dog barking, and a bell ringing. Black-and-while drawings are matched to sounds heard on an audiocassette tape. The cards are 6 1/2" x 6 3/4" and are of medium-weight stock. Instructions included.

Suggested Uses:

1. Have child identify pictures.
2. Have him/her listen to tape and find picture. Start with a few sounds and pictures and gradually increase number as child's ability increases.
3. Have child listen to a sound on tape and tell you what he/she hears without using pictures.
4. When child sees the picture ask him/her to make correct sound.
5. As he/she listens to tape, have him pantomime what he is hearing.
6. Have child make up a short story and use some of sounds on tape. You may start by giving him 2 or 3 sounds to build his story around. Later he may pick out sounds.

Manufacturer DLM Teaching Resources

Price Range 0-10

Skills:

* Auditory: auditory awareness, auditory discrimination

Communication: talk with meaning

Life: environmental awareness

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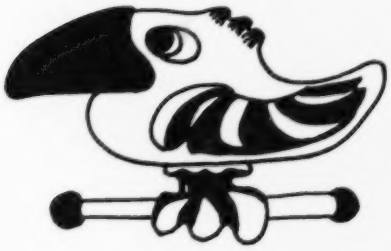
BAMBINA - CHILDREN'S RHYTHM INSTRUMENTS

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Bear/Penguin Jambourine. Brightly colored plastic tambourine consisting of five sets of stainless steel bells, inserted within rim. Frog/Monkey Handbells with six ball bells complete with sturdy handle. Frog maracaras are fanciful with moving eyes moving eyes & multicolored plastic ribbon. Castanets feature duck, clown, panda & frog characters. Elastic ties & finger indentation helps child for easy clapping.

Suggested Uses:

1. Hand child one instrument. Play with the same instrument as the child enjoys the instrument.
2. Play instrument in a simple rhythm. Model rhythm pattern for child. Assist child to imitate rhythm.
3. Play a familar rhythm for child.
4. Rotate instruments as child beats out a rhythm.
5. Help child create his own rhythm.
6. Play a simple beat in sequence for child. Encourage child to beat out the same rhythmical pattern.

Manufacturer Bambina

Price Range 0-10

Skills:
Fine Motor: whole hand grip, hand-eye coordination
* Auditory: auditory discrimination, auditory memory

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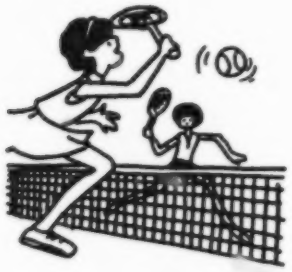
FAMILIAR SOUNDS - CAREERS

Suggested Developmental Level 4-12 Suggested Interest Level 4-12



Brief Description:

Child listens to 50 sounds associated with 10 career areas: Fifty 6" square black-and-white illustrated cards are used with the tape. Instructions included.

Suggested Uses:

1. Discuss each career area and possible sounds associated with each. Then listen to tape to see what is offered. With young child start with one career at a time. Stop tape after each.
2. Use the cards to stimulate conversation with "who," "what," "where" questions. Child can have practice asking or answering questions.
3. As a take-off, play careers charades having child make sounds one would hear with a career.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Auditory: auditory awareness, discrimination, memory.

Life: environmental awareness

Social Emotional: imitative play, imaginary play

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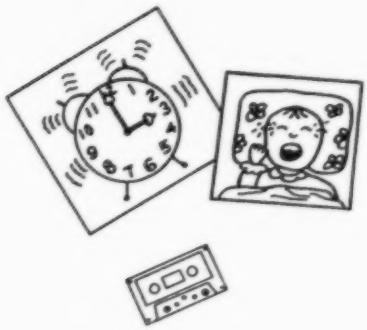
LOOK HEAR (FAMILIAR SOUNDS)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Human sounds, daily sounds, home sounds, school sounds, transportation sounds, and animal sounds are the themes for this 6 game activity. Students match familiar sounds with 3 cassette tapes with the appropriate color photograph card. Total of 35 cards, 4-1/4" x 4-3/4".

Suggested Uses:

1. Walk about the house with the child, making noises with door bells, water faucet, sticks, toys etc.
2. Turn on the tape. Show the child the picture of the object which matches the sound heard.
3. Give the child the choice of two pictures; have him or her listen to the tape and point to the picture of the object which would have made the sound.
4. Walk about with a battery operated tape recorder. Together with the child tape record sounds. Then play the tape back and have the child name the object which makes the sound heard.

Manufacturer IDEAL

Price Range 20-30

Skills:

* Auditory: sound awareness, auditory discrimination, auditory memory

Life: environmental awareness

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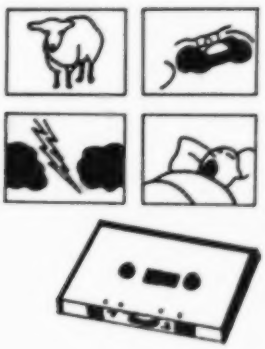
SOUND LOTTO (SET 1)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

The set contains 7 each of 2 lotto boards. 8-1/4" x 11-3/4", and a cassette with 4 matching games.

Suggested Uses:

1. Have child listen to tape and tell you the sound he or she hears. Then have child point to the picture which matches the sound.
2. Have child point to a picturre and make a sound she or he thinks that picture would make. Then play the tape to see if he or she is correct.
3. Play the lotto game with child. As a sound is heard show child how to cover picture of that sound.

Manufacturer IDEAL

Price Range 10-20

Skills:

* Auditory: sound awareness, auditory discrimination; Life: environmental awareness; Visual: visual awareness, visual discrimination

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SOUND LOTTO (SET 2)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Pictures of everyday situations are used in a game to practice listening, identifying, and matching, with the cassette tape of sounds related to each scene.

Suggested Uses:

1. Have child describe what he sees in a picture.
2. Have child describe what sounds certain objects in the picture may make.
3. Play tape and have child match sounds to pictures.
4. Play game as Lotto.

Manufacturer Ideal

Price Range 10-20

Skills:

* Auditory: sound awareness, auditory discrimination; Visual: visual awareness, visual discrimination

Life: environmental awareness

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SOUND/PICTURE MATCH-UPS

Suggested Developmental Level 2-6 Suggested Interest Level 2-6

Brief Description:

A game for auditory discrimination practice. Included are: six full-color illustrations of everyday environments, taped sounds associated with an object in each scene. Match up sounds and pictures by placing a 2-1/2" square picture card on a numbered square at the bottom of the board. Instructions included.

Suggested Uses:

1. Look at pictures. Talk about what the picture shows.
2. Listen to tape. Assist child in matching sound heard to card showing the correct object.
3. Listen to tape. Have child try to imitate the sound and tell what makes that sound.
4. Go for a walk. Listen to sounds around. Tell what makes the sound.
5. Walk around the house. Turn on/off faucet, open/close door, etc.--only those objects safe for the child to use. Listen, label, imitate sound if there is interest.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:
* Auditory: auditory discrimination
Communication: labeling
Life: environmental awareness

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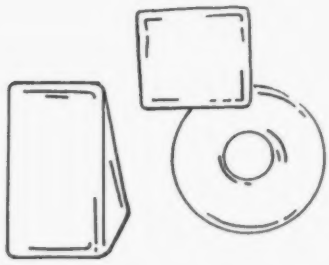
BABY SHAPES

Suggested Developmental Level 6-15 mos. Suggested Interest Level 6-15 mos.



Brief Description:

Five colorful shapes which may be used for squeaking, grasping, rolling, and squeezing.

Suggested Uses:

1. Hand the squeaker shape to child. Give time for child to feel shape.
2. Rotate objects one at a time.
3. Vary shapes and presentation.
4. Squeeze shape in hidden position for child to look and discover source of sound.

Manufacturer Galt

Price Range 10-20

Skills:

* Tactile: feeling, stimulation

Fine Motor: whole hand grip

Auditory: awareness

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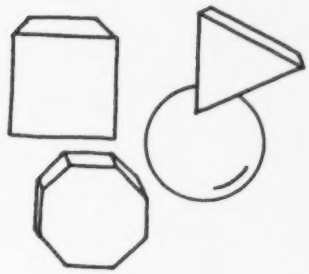
BAG OF SHAPES

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Description:

This drawstring bag is filled with 10 pairs of naturally finished hardwood shapes. Children may play a variety of sorting and matching games.

Suggested Uses:

1. Sort by shape. Show child what you mean as you say, "Find one like this one."
2. Build towers alternating shapes; put cone at top.
3. Take turns reaching into bag without looking. Pick up one shape and identify it. Take it out of bag to see if you or child guessed right. Can be done as a group game.

Manufacturer Lakeshore Curriculum Materials Co.

Price Range 10-20

Skills:

* Tactile: feeling, awareness, stimulation
* Cognitive: size, form, weight

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CATERPILLAR

Suggested Developmental Level 1-2 Suggested Interest Level 1-2

Brief Description:

Textured toy which allows child to feel the difference in materials. The variety of textures increases the amount of stimulation for child.

Suggested Uses:

1. Place textured toy in front of child, removing all other toys.
2. Take child's hand and rub hand over textured object. Give child time to investigate. Do not be surprised if he starts to squeeze toy.
3. Give child the opportunity to stroke, pull, squeeze toys.
4. Rotate toy to increase sensitivity to different textures.
5. Give child the words describing toy, "it's soft, it's rough."

Manufacturer Lanco

Price Range 0-10

Skills:

* Tactile: feeling, stimulation, awareness

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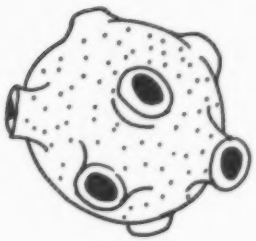
CRAWL-A-BALL

Suggested Developmental Level 6-15mos Suggested Interest Level 6-15mos



Brief Description:

Vinyl plastic ball with knobs. Child can grasp ball in different positions.

Suggested Uses:

1. Give child ball as child is in sitting position.
2. Rotate position of ball for child.
3. Remove after child is saturated with grasping.

Manufacturer Kiddicraft

Price Range 0-10

Skills:

* Tactile: feeling, stimulation

Fine Motor: whole hand grip, hand eye coordination

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FEEL AND MATCH - TEXTURES

Suggested Developmental Level 3-8 Suggested Interest Level 3-8

Brief Description:

Twelve 3-1/2" disks of six different textured materials, such as brocade, felt, plastic, rubber, denim, etc.

Suggested Uses:

1. Match by texture with eyes open. When child can do this, ask child to match with eyes closed.
2. Ask child to tell you about what he/she feels: soft, smooth, rough, etc. Eyes open, then eyes closed.
3. Ask child to put discs into two piles, dividing by cloth or not cloth.
4. Working with the child, take a disc and hold it by an object that has same feel as the disc. Example, rubber disc by rubber ball.

Manufacturer Lauri

Price Range 0-10

Skills:

* Tactile: feeling, tactile awareness, tactile discrimination

Cognitive: classification

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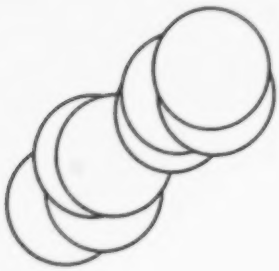
FEEL & MATCH - THICKNESS

Suggested Developmental Level 3-8 Suggested Interest Level 3-8



Brief Description:

Twelve 3 1/2" disks of crepe foam rubber in six different thicknesses and six colors, graduating by sixteenths from 1/8" to 7/16".

Suggested Uses:

1. Talk about how the discs are different in thickness. Match pairs to form six like sets.
2. Match by color. Are matched colors same as matched pairs for thickness?
3. Eyes closed, match discs for thickness. Open eyes at end of each matching.
4. Eyes closed, match all discs before opening eyes and checking self. Or adult guides child through with comments, "Good try, but not quite the same," or "Right, they match."

Manufacturer Lauri

Price Range 0-10

Skills:

* Tactile: feeling, tactile awareness, tactile discrimination

Cognitive: classification

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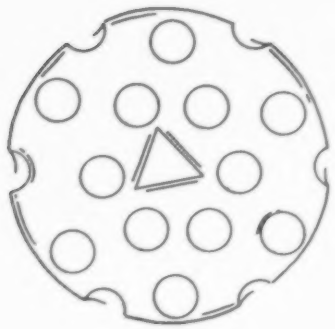
GRABBA-BALL

Suggested Developmental Level 3-18 mos. Suggested Interest Level 3-18 mos.



Brief Description:

Textured toy which allows the child to feel the differences in materials.

Suggested Uses:

1. Place textured toy in front of child, removing all other toys.
2. Take child's hand and rub hand over textured object. Give child time to investigate. Do not be surprised if he/she starts to squeeze toy.
3. Give the child the opportunity to stroke, pull, squeeze the ball.
4. Give child the words describing toy ... "it's bumpy"...it's rough".

Manufacturer Kiddicraft

Price Range 0-10

Skills:

* Tactile: tactile stimulation

Fine Motor: whole hand grip

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PORCUPINE

Suggested Developmental Level 1-2 Suggested Interest Level 1-2

Brief Description:

Textured toy allows child to feel the differences in materials. The variety of textures increases the amount of stimulation for child.

Suggested Uses:

1. Place textured toy in front of child, removing all other toys.
2. Take child's hand and rub hand on textured object. Give child time to investigate. Do not be surprised if he/she starts to squeeze toy.
3. Give child the opportunity to stroke, pull, squeeze toy.
4. Rotate toy to increase sensitivity to different textures.
5. Give child the words describing toy, "it's soft, it's rough."

Manufacturer Lanco

Price Range 0-10

Skills:

* Tactile: feeling, stimulation,

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SNAKE

Suggested Developmental Level 1-2 Suggested Interest Level 1-2

Brief Description:

Textured toy which allows child to feel the differences in materials. The variety of textures and shapes increases the amount of stimulation for the child.

Suggested Uses:

1. Place textured toy in front of child, removing all other toys.
2. Take child's hand and rub hand over textured object. Give child time to investigate. Do not be surprised if he/she starts to squeeze toy.
3. Give the child the opportunity to stroke, pull, squeeze toy.
4. Rotate toy to increase sensitivity to different textures.
5. Give child the words describing toy, "it's soft, it's rough."

Manufacturer Lanco

Price Range 0-10

Skills:

* Tactile: feeling, stimulation, awareness

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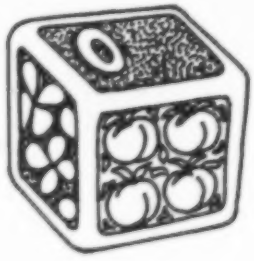
SOFT BLOCKS WITH NUMBERS

Suggested Developmental Level 3-18 mos. Suggested Interest Level 3-18 mos.



Brief Description:

Six soft colorful cubes engraved with fruits and flowers and numbered from zero to six. Each cube is easy to grasp and may be piled one on top of the other. When squeezed each cube makes a sound.

Suggested Uses:

1. Hand one cube to child. Give time to squeeze and feel.
2. Give child two blocks...allow time for exploration.
3. Pile one cube on top of another cube.
4. Introduce third cube. Assist child in bridging cubes.

Manufacturer Chicco

Price Range 10-20

Skills:

* Tactile: stimulation

Fine Motor: whole hand grip

hand eye coordination

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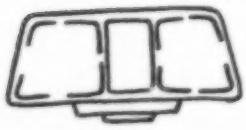
TACTILE SENSE TRAINING PAIRING BRIDGES (SET 1)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

The set consists of ten pairs of plastic bridges with textured shapes on the underside. Each bridge is 2" x 3" and 1" deep.

Suggested Uses:

1. Hand a "bridge" to the child. Ask the child to feel it, without looking at the underside. Ask the child to tell you about what he/she feels on the underside.
2. As you work with the materials, make sure the child understands the terms "same" and "different." Teach the child the meaning through example if necessary. After feeling a pair that are the same, turn them over and show the child what they look like. Do the same with a pair that are different.
3. The child needs to receive immediate feedback. If the child is incorrect, tell the child, "That is not right. Let's do it again." (Do it immediately.) Use an encouraging tone of voice which conveys "that was incorrect, but that is all right."
4. Select two bridges that match and one that is different. Give child one of the matching pairs so that underside may be felt. Now have child choose between the other two bridges to find the one that is the same (without looking at underside). Have child self check by looking to see if the bridges match.
5. When the child is ready (you must sense this depending on the amount of success with previous steps above), mix all the bridges, design side down. Now have child match the bridges by feel. Have the child self-check.

Manufacturer Didax

Price Range 20-30

Skills:

* Tactile: tactile stimulation, tactile awareness, feeling

Communication: labeling

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TACTILE SENSE TRAINING PAIRING BRIDGES (SET 2)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

The set consists of ten pairs of plastic bridges with textured shapes on the underside. Each bridge is 2" x 3" and 1" deep.

Suggested Uses:

1. Hand a "bridge" to the child. Ask the child to feel the two textures without looking at the underside. Ask the child if what he or she feels on the underside is the same or different.

2. As you work with the materials, make sure the child understands the terms "same" and "different." Teach the child the meaning through example if necessary.

3. The child needs to receive immediate feedback. If the child is incorrect tell the child, "That is not right. Let's do it again." (Do so immediately).

Manufacturer Didax

Price Range 20-30

Skills:

* Tactile: feeling, stimulation, awareness, discrimination

Communication: labeling

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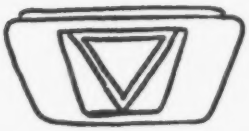
TACTILE SENSE TRAINING PAIRING BRIDGES (SET 3)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

The set consists of ten pairs of plastic bridges with textured geometric shapes on the underside. Each bridge is 2" x 2" and 1" deep.

Suggested Uses:

1. Using one bridge, ask child to feel the underside without looking at it. Ask child to describe what he/she feels. If this is difficult, have paper and crayon ready so that child can draw what they felt. Have child compare. Ask child if their picture and the underside of the bridge are the same.

2. If child is incorrect, you may say, "That is not right. Let's do it again." Be careful to do this with a tone of voice that encourages, yet let's the child know he/she was incorrect.

3. Select two dridges that match and one that is different. Give child one of the matching pairs so that underside may be felt. Now have child choose between the other two bridges to find the one that is the same (without looking at underside). Have child self check by looking to see if the bridges match.

4. When the child is ready (you must sense this depending on how well they have done on previous steps 1-3), mix all the bridges, design side down. Now have child match the bridges by feel. Have the child self check.

Manufacturer Didax

Price Range 20-30

Skills:

* Tactile: feeling, stimulation, awareness, discrimination

Communication: labeling

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TACTILE SENSE TRAINING PAIRING BRIDGES (SET 4)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

The set consists of ten pairs of plastic bridges with textured shapes on the underside. Each bridge is 2" x 3" and 1" deep.

Suggested Uses:

1. Hand a "bridge" to the child. Ask the child to feel the two textured shapes, without looking at the underside. Ask the child if what he/she feels on the underside is the same or different.

2. As you work with the materials, make sure the child understands the terms "same" and "different." Teach the child the meaning through example if necessary.

3. The child needs to receive immediate feedback. If the child is incorrect, tell the child, "That is not right. Let's do it again."

4. Select two bridges that match and one that is different. Give child one of the matching pairs so that the underside may be felt. Have child choose between the other two bridges to find the one that is the same. Have child look at undersides of bridges to see if they were correct.

5. When the child has mastered the steps above, mix up all the bridges, design side down, and have child match the bridges by feel. Have the child self check.

Manufacturer Didax

Price Range 20-30

Skills:

* Tactile: feeling, stimulation, awareness, discrimination

Communication: labeling

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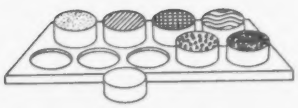
TELL-BY TOUCH

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Textured knobs match textured holes. Surfaces range from sandpaper rough to velvety soft.

Suggested Uses:

1. For the two- and three-year-old, have adult touch surface first, then child touches--in follow the leader game. Adult may say "soft," "rough," etc.--child may imitate.
2. Place knobs in bag, have child pull out one by one and tell you how it feels.
3. Helps child match knobs to holes, perhaps "I'll find one, then you find one."
4. Encourage child to match knobs to holes by texture.

Manufacturer Marion Creations, Inc.

Price Range 10-20

Skills:

* Tactile: feeling, tactile awareness, tactile stimulation, tactile discrimination; Fine Motor: hand-eye coordination; Communication: labeling

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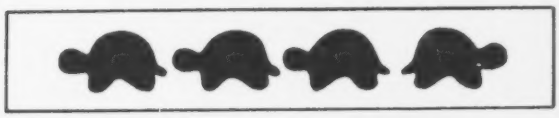
COMMUNICATION

ANIMAL FORMBOARDS

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Descriptions:

5 sets of animals made of safe, washable Tactilmat with a textured surface on one side to encourage discrimination by touch as well as by sight. 3" x 11".

Suggested Uses:

1. Talk about a board. Describe the shapes on a board.
2. Make up a story about a board. Include number and color words.
3. With the 4 and 5 year old use directional words: up/down, left/right.
4. Put one or more objects from each board in a bag. With eyes closed, have child feel one of the animals and tell you what it is.

Manufacturer Ideal

Price Range 10-20

Skills:

* Communication: labeling

Fine Motor: hand-eye coordination

Visual: visual discrimination

Cognitive: shape concept, color

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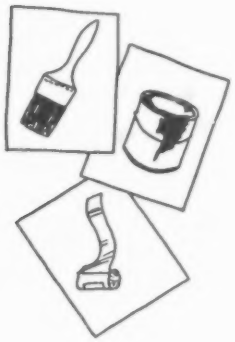
ASSOCIATION CARDS (SET 1)

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Students develop language and classification skills with these two decks of 50 picture cards. Students match pairs on the basis of the objects' functional association, such as camera/film, eggs/hen.

Suggested Uses:

1. Have the child identify the pictures to increase vocabulary.
2. Match the two cards that go together, paint/paintbrush, camera/film, eggs/hen.
3. Ask the child to explain why the two objects go together.
4. Place a set of cards in front of the child and try to relate the object to something in the child's experience.
5. Discuss ways the objects are alike or different.
6. Have the child make up a sentence about the object or pair of objects.
7. Cut pictures of objects out of magazines or catalogs. Have the child match pictures that go together.

Manufacturer DLM Teaching Resources

Price Range 0-10

Skills:

* Communication: labeling, sentence structure
Life: environmental awareness
Reading: reading readiness

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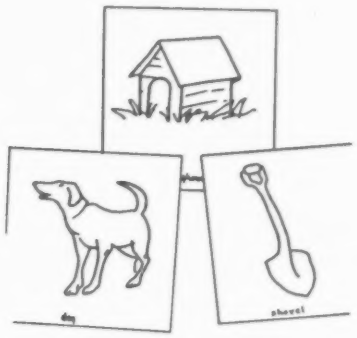
ASSOCIATION CARDS (SET 2)

Suggested Developmental Level 2-6 Suggested Interest Level 2-6



Brief Description:

Children develop language and classification skills with these two decks of 50 picture cards each. Children match pairs on the basis of the objects' functional association, such as camera/film, eggs/hen.

Suggested Uses:

1. Help the child identify the pictures to increase vocabulary.
2. Match the two cards that go together (shovel, hole).
3. Ask the child to explain why the two objects go together.
4. Place a set of cards in front of the child and try to relate the object to something in the child's experience.
5. Discuss ways the objects are alike or different.
6. Cut pictures of objects from magazines or catalogs that could be used together.

Manufacturer DLM Teaching Resources

Price Range 0-10

Skills:

* Communication: labeling, sentence structure

Reading: reading readiness

Life Skills: environmental awareness

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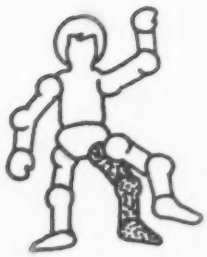
BODY PARTS PUZZLE

Suggested Developmental Level 3-8 Suggested Interest Level 3-5



Brief Description:

11 1/2" x 17" puzzle which may be used with or without frame. A wide range of positions may be explored. Body parts are labeled under form. Additional nine poses are illustrated on cards for child to copy.

Suggested Uses:

1. Remove hair from form. Point to outline of hair. Point to printed word.
2. Encourage child to place hair back on boy.
3. Point to face, requesting that child remove face. Emphasize printed word for face.
4. Assist child in removing each piece. Head to toes printed on form.
5. When child has mastered piece placement, remove outer frame. Demonstrate that body may be moved into different positions.
6. Present child with one illustrated card. Have child place body parts in position illustrated.
7. Complete the nine positions.
8. Encourage child to move boy into different positions and to draw the body position.

Manufacturer Lauri

Price Range 10-20

Skills:

* Communication: labeling

Fine Motor: hand-eye coordination, pincer grip

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DRIZZLE THE DRAGON

Suggested Developmental Level 1-5 Suggested Interest Level 1-5

Brief Description:

Drizzle, the dragon, is made of washable material.

Suggested Uses:

1. The child can make up stories using the puppet or have a conversation with the puppet. Encourage language and creativity.
2. Give the child situations or an idea and let him or her finish the story.
3. Ask the child questions and have him or her answer in the character.
4. Ask the child to put the puppet in various positions: in, out, up, down, next to, above, below.

Manufacturer Tub Buddies

Price Range 0-10

Skills:

* Communication: talking with meaning

Social Emotional: group play, solitary play, imaginary play

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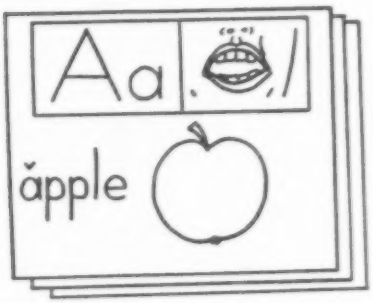
FORM-A-SOUND

Suggested Developmental Level 3-8 Suggested Interest Level 4-8



Brief Description:

The 40 card set, 8 1/2" x 11", focuses on consonant, short vowel, long vowel, digraph, and voiced and voiceless sounds. Each card features a letter symbol with a word and drawing of the word and sound, a picture of the oral cavity making the sound in isolation, and an on-off speech signal. Teacher's guide included.

Suggested Uses:

1. Using mirror and cards, show child how sounds look when they are made.
2. Using a consonant card, ask child to listen while you read a story slowly (choose a familiar story). Ask child to raise his/her hand each time the sound on the card is heard.
3. Ask child if the sound you have selected is in his/her name.
4. Cut out magazine pictures that contain a specific sound. Have child help you if they can.
5. Have child tell you more words that contain the sound selected. Remember you are working with sounds, not letter names.

Manufacturer Ideal

Price Range 10-20

Skills:

* Communication: imitating sounds

Auditory: auditory discrimination

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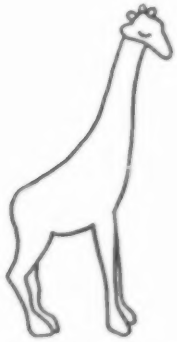
LARGE ZOO ANIMALS

Suggested Developmental Level 1-8 Suggested Interest Level 1-8



Brief Description:

Set of 5 vinyl animals, zebra, lion, 12" giraffe, polar bear, and elephant.

Suggested Uses:

1. Encourage child to touch or point to animal when it is named.
2. Have child say name of animal as he or she touches the animal.
3. Say, "Let's make a zoo." Perhaps use blocks to make fences around animals.
4. Ask child to line up animals from shortest to tallest.
5. Pretend the animals are in a circus. Talk about how that would be different from a zoo. "Would all the animals be in a circus?"

Skills:

Manufacturer Childcraft Education Corp.

Price Range 10-20

* Communication: labeling, talking with
Social Emotional: imaginary play
meaning.
Life: environmental awareness

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MORTON MOOSE (ARM PUPPET)

Suggested Developmental Level 1-5 Suggested Interest Level 1-5

Brief Description:

Made of washable fabric, arm puppet measures 18". Arm puppet is a fun toy that helps to encourage language and creativity.

Suggested Uses:

1. Have the child be as creative as possible. The child can make up stories using the puppet or have a conversation with the puppet. Use this puppet with others in a group situation to put on a play, have conversations, etc. Encourage language and creativity.
2. Give the child situations or an idea and let him or her finish the story.
3. Ask the child questions and have him or her answer in the character.
4. Ask the child to put the puppet in various positions; in, out, up, down, next to, above, below, etc.

Manufacturer California Stuffed Toys

Price Range 0-10

Skills:

* Communication: sentence structure, talking with meaning

Social-Emotional: group, solitary, imaginary play

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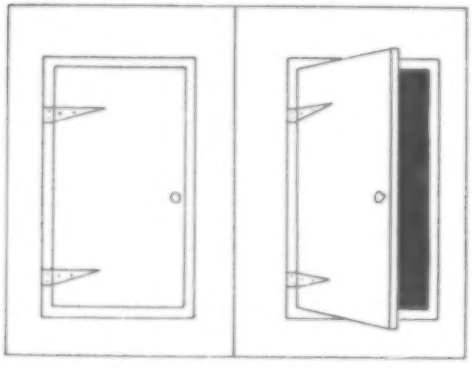
OPPOSITES (SET I)

Suggested Developmental Level 3-8 Suggested Interest Level 3-8



Brief Description:

Open and closed, wet and dry...learn what opposites are all about. Each set contains 60 cards, 4 1/2" x 2 3/4" illustrating the concept of opposites by featuring 6 examples each of 5 word opposites.

Suggested Uses:

1. Have child divide cards into pairs of opposites. Show child what this means and talk about it if they do not understand.

2. Divide the cards so that opposites are in two different stacks. Give t child one stack, you take the other. Lay out all the cards face up in front of you. Have child do the same in front of him or her. Now you pick up a card. Ask child to find the opposite. Take turns doing thi

3. Play concentration. Use only a few sets of the matching opposites (perhaps six pair). Lay the cards face down. Play as you would usuall play concentration.

4. Increase the number of cards played for concentration until you are using all the cards.

Manufacturer Ideal

Price Range 0-10

Skills:

* Communication: talking with meaning

Cognitive: cause-effect

Visual: visual discrimination

Reading: reading readiness

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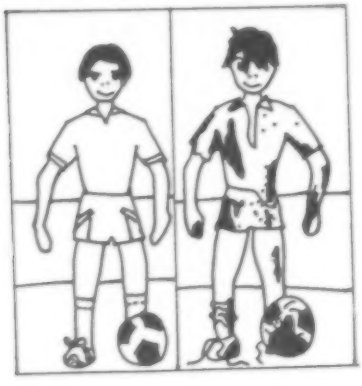
OPPOSITES (SET II)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Open and closed, wet and dry...learn what opposites are all about. Each set contains 60 cards, 4" x 2 3/4", that illustrate the concept of opposites. Set contains 15 sets of 4 cards, each illustrating 1 pair of opposites in 2 situations. The appropriate opposite word is printed on the back side of each card.

Suggested Uses:

1. Find a set of opposites that go together. Show these to the child and talk about them.

2. Help the child sort the cards into pairs of opposites. Find the four cards that go together as opposites in two situations.

3. Make up a story to go with a set of pictures. Change the story by switching the pictures around. Tell a brand new story about the pictures after they have been reversed in their order.

4. You and the child may use a variety of the pictures together and tell a story about them. In other words, they do not have to belong to the same set in order to form a group of pictures to tell a story.

Manufacturer Ideal

Price Range 0-10

Skills:

* Communication: talking with meaning

Cognitive: cause-effect

Reading: reading readiness

Visual: visual discrimination

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POOKIE PANDA

Suggested Developmental Level 1-5 Suggested Interest Level 1-5

Brief Description:

Pocket Pet puppet with baby finger puppet. Puppet 10". Washable.

Suggested Uses:

1. Have the child be as creative as possible. The child can make up stories using the puppet or have a conversation with the puppet. Use this puppet with others in a group situation to put on a play, have conversations, etc. Encourage language and creativity.
2. Give the child situations or an idea and let him or her finish the story.
3. Ask the child questions and have him or her answer in the character.
4. Ask the child to put the puppet in various positions; in, out, up, down, next to, above, below, etc.

Manufacturer California Stuffed Toys

Price Range 0-10

Skills:

* Communication: sentence structure, talking with meaning

Social Emotional: group play, solitary play, imaginary play

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PREPOSITION CARDS

Suggested Developmental Level 5-12 Suggested Interest Level 5-12

Brief Description:

A game for language development. Students learn 10 common prepositions: at, behind, between, down, in, on, through, to, under, and up with these thirty 4-3/4" x 6" cards. The front of each card pictures an activity involving a preposition. On the reverse side, students answer questions using appropriate prepositions in a complete sentence. Instructions included.

Suggested Uses:

1. Talk about a picture. Ask child to describe what she or he sees. Repeat the portion of the sentence which uses the prepositional phrase in order to emphasize it.

2. Using a cup and spoon (or other objects) put the spoon "by" the cup and use a sentence including the phrase "the spoon is by the cup." Place the spoon in various places, encouraging the child to describe what you have done.

3. While the child is looking at the picture, ask questions on back of card. Help with answers as needed.

4. Have child hide object. When adult finds it, adult describes where the object was found, such as: "You put the marble in the cup."

5. Hide an object. Ask child to look for it. When child finds the object, talk about where it was found, that is: "under the pillow," or "in the cup," or "behind the door."

Manufacturer DLM Teaching Resources

Price Range 0-10

Skills:

* Communication: language development, Visual: visual discrimination sentence structure Cognitive: cause-effect

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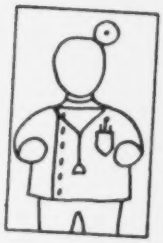
PUPPET PLAYMATES - BODY PUPPETS

Suggested Developmental Level 3-8 Suggested Interest Level 3-8



Brief Description:

Full-sized body puppets of four community helpers.

Suggested Uses:

1. Draw a face. Put it under the opening for the face. Talk about the body puppet. What does that person do? How do such persons help us? What do they wear?

2. Put the puppet body on the child. Have the child look into a mirror. Suggest moving his or her hands. Talk about what is seen in the mirror.

3. With the puppet body on the child, ask the child to use his or her hands to show something the community helper does for us. Ask a question as if the child is a policeman or a doctor.

4. Two children or child and adult put on two of the puppets. Encourage talk as if these persons were those community helpers.

   Conversation could be: What are you going to do today?
   I am going to help boys and girls cross the street.

5. Play a riddle game. You might say: I help boys and girls. When they are sick I tell them how to get better. Who am I? The child may guess doctor or nurse, then may put on the puppet body of whichever one was guessed.

Manufacturer Judy/Instructo

Price Range 20-30

Skills:

* Communication: sentence structure, talking with meaning

Social Emotional: imaginary play

Life: environmental awareness

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SEQUENCE PICTURE CARDS (LEVEL 1, SET 1)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Sets of 4" x 5" cards help students understand sequence order and relationships.

Suggested Uses:

1. Have child put two cards in sequence. Child could then tell a story about the sequence.
2. Follow same procedure for three, then four cards.
3. If the child has continuing difficulties with the sequencing, give the starting card, placing it to the left of the child ready for left-to-right progression. Help as needed. When completed, move the pictures around but have pictures right side up. Ask the child to put the pictures in correct order again.
4. Have the child tell a story about the pictures.

Skills:

Manufacturer DLM Teaching Resources

Price Range 10-20

* Communication: labeling, sentence
Social Emotional: imaginary play
structure
Life: environmental awarenesss

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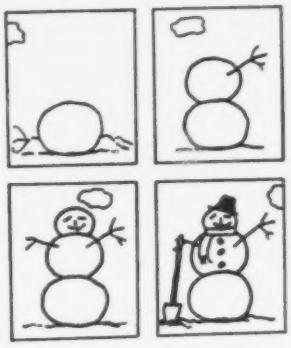
SEQUENCE PICTURE CARDS (LEVEL 2, SET 1)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Colorful 4" x 5" cards assist children in understanding sequence order and relationships.

Suggested Uses:

1. Have child put two cards in sequence. Child could then tell a story about the sequence.
2. Follow same procedure for three, then four cards.
3. If the child has continuing difficulties with the sequencing, give the starting card, placing it to the left of the child ready for left to right progression. Help as needed. When completed, move the pictures around but have pictures right side up. Ask the child to put the pictures in correct order again.
4. Have the child tell a story about the pictures.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Communication: labeling, sentence
Social Emotional: imaginary play structure
Life: environmental awareness

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SEQUENTIAL CARDS - LEVEL 1

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

7 sets of two-step sequences and 6 sets of three-step sequences, for a total of 32 cards.

Suggested Uses:

1. Have child put two cards in sequence. Child should then tell a story about the sequence.
2. Follow same procedure for three card sequence.
3. See what other arrangements could be made to make a logical story sequence.
4. Use terms to describe: before/after, first/last, now/then.
5. When asking child to tell about the pictures, use the words first, second, third, or next/finally.

Manufacturer Incentives for Learning

Price Range 0-10

Skills:

* Communication: labeling, sentence structure
Life: environmental awareness
Emotional: imaginary play

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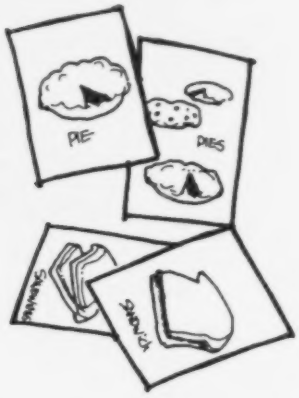
SINGULARS AND PLURALS (SET I)

Suggested Developmental Level 3-7 Suggested Interest Level 3-7



Brief Description:

Sets of 2 1/2" x 3 1/2" noun cards plus guide.

Suggested Uses:

1. Have each child pick 3 cards from the pile. He may discard each picture he names correctly. In the next round, he takes as many cards as he needs to make a total of 3 cards.
2. Several card games can be played, such as: Mate-a-Pair, Odd Man Out, Rummy, Concentration.
3. Have the child pick a card and describe the object or tell something about it.
4. Pick a card and tell the child 3 or 4 things about it. Have the child try and guess what the picture is.
5. Have the child pick a card and write a sentence about it. As the child gets better at this, work his or her way up to a story.

Manufacturer DLM Teaching Resources

Price Range 0-10

Skills:

* Communication: labeling
Cognitive: classification
Social Emotional: group play

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SLICK THE SHARK

Suggested Developmental Level 1-5 Suggested Interest Level 1-5

Brief Description:

Slick, the Shark, is washable and may be played with in or out of the bathtub. Slick has twenty-five play suggestions for parents and caregivers.

Suggested Uses:

1. Have the child be as creative as possible. The child can make up stories using the puppet or have a conversation with the puppet. Use this puppet with others in a group situation to put on a play, have conversations, etc. Encourage language and creativity.

2. Give the child situations or an idea and let him or her finish the story.

3. Ask the child questions and have him or her answer in the character.

4. Ask the child to put the puppet in various positions, such as, in, out, up, down, next to, above, below.

5. Ask the child to point to various points of his or her body, using the puppet.

Manufacturer Tub Buddies

Price Range 0-10

Skills:

* Communication: labeling, talking with meaning

Social Emotional: group play, solitary play, imaginary play

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SOUNDS THE SAME

Suggested Developmental Level 7-10 Suggested Interest Level 7-10

Brief Description:

Familiar objects that sound the same are illustrated on 60 cards, 4 1/8 x 2 3/4". The correct word is printed on the reverse side for self-checking.

Suggested Uses:

1. Talk about the pictures. Determine name for object in picture.
2. Ask child to use word in sentence. Correct child if necessary and say something like, "Now you do it."
3. Give child a sentence. Have child choose correct picture, from display of two pictures.
4. Show two pictures of words that sound alike. Have child spell word either aloud or on paper. Have child check reverse side of card for correct spelling.

Manufacturer Ideal

Price Range 0-10

Skills:

* Communication: labeling, talking with meaning

Fine Motor: pincer grip

Visual: visual memory

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SUDSY THE DOG

Suggested Developmental Level 1-5 Suggested Interest Level 1-5

Brief Description:

Sudsy is a washable hand puppet that may be played with in or out of the bathtub. Tub Buddy may be placed in washing machine and dryer. Each Tub Buddy has 25 suggestions to encourage language development and imaginative play.

Suggested Uses:

1. Encourage the child to play spontaneously with Tub Buddy. Use this puppet with others in a group situation to put on a play, have conversations. Encourage language and creativity. Make dog sounds with puppet. Share dialogue of famous dog cartoons, i.e., Snoopy.
2. Give the child a dog situation and let him or her finish the story.
3. Ask the child questions and have him or her answer as if he were a dog.
4. Ask the child to move the puppet in various positions; in, out, up, down, next to, above, below, etc.
5. Demonstrate a feeling with a puppet. Give the child a feeling. Express and encourage him to create a feeling story.

Manufacturer Tub Buddies

Price Range 0-10

Skills:

* Communication: imitating sounds, talking with meaning

Social Emotional: group play, solitary play, imaginary play

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TAKE-APART TELEPHONE

Suggested Developmental Level 2-12 Suggested Interest Level 2-12

Brief Description:

Take-apart toy, with moving dial, bell in handset.

Suggested Uses:

1. Present assembled telphone to child. Discuss what it is, the parts, etc.
2. Present telephone unassembled. Have child assemble it. Verbal clues such as "What goes on the bottom?", "Where should the dial go?" can be used.
3. With younger children (1-5) use telephone to hold conversations about familiar topics.
4. For older children, pretend you are Grandma or a salesman or whatever, and teach telephone manners.

Manufacturer Merit

Price Range 10-20

Skills:

* Communication: talking with meaning

Social Emotional: imaginary play

Life: self help

Fine Motor: pincer grip, dexterity

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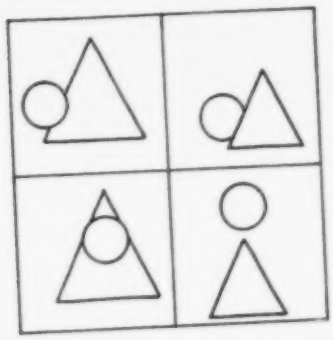
WHERE IS IT? (SPATIAL RELATION CARDS)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

An activity to develop spatial relationship concepts: on, behind, right, left. under, in front of. The 6 sets of 6 cards measure 3-1/2" x 4-9/32". Instructions included.

Suggested Uses:

1. First level, point to the clown (or other specific). Say "Here is the clown."

2. Say to child, "Find the clown."

3. Say to child, "The clown is in front of (behind, on top of, by the side of) the funny suit."

4. More difficult level: Ask "Where is the clown?" Help child respond by using words such as "on, under, over, behind."

5. If the child has difficulties, use real objects to show meaning of prepositional phrases; for example, use a cup and spoon.

Manufacturer Ideal

Price Range 0-10

Skills:

* Communication: sentence structure, talking with meaning

Cognitive: logic

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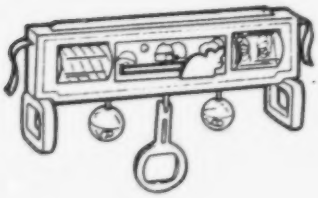
GROSS MOTOR

ACTIVITY GYM WITH MUSIC

Suggested Developmental Level 6-18mos Suggested Interest Level 6-18mos



Brief Description:

Gym mounts across crib and includes music box. When rabbit form is pushed, music starts.

Suggested Uses:

1. Set up gym. Remove all loosely fitting clothes.
2. Move colored balls and rollers. Watch child's reaction.
3. Push rabbit form to start music.
4. Move child's hand over rabbit. Listen to sound.
5. Repeat process.
6. Remove toy when child is no longer interested.
7. Do not leave child unsupervised.

Manufacturer Chicco

Price Range 20-30

Skills:

* Gross Motor: motor planning

Auditory: sound awareness

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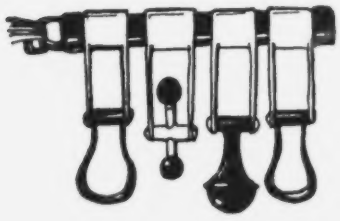
BABY GYM

Suggested Developmental Level 6-12mos Suggested Interest Level 6-12mos



Brief Description:

Sturdy exerciser with two handles and two sound activity forms. Plastic bar is adjustable.

Suggested Uses:

1. Place crib gym across crib or playpen when child is alert.
2. Touch one form on gym.
3. Move each part of the exerciser for child to maintain interest.
4. Observe child's movements.
5. Remove when child tires of the gym.
6. Do not leave child unattended when playing with gym.
7. Remove all loose fitting clothing prior to using crib gym.

Manufacturer Ambi

Price Range 20-30

Skills:
* Gross Motor: motor planning

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BELL BALL

Suggested Developmental Level 1-12mos. Suggested Interest Level 1-12mos.

Brief Description:

Soft foam, covered in bright "dayglo" colors, and an audible bell at its core makes this 6 in. (15 cm) ball ideal for the visually handicapped.

Suggested Uses:

1. Encourage child to explore use of ball: to feel, hear, gently toss catch. (You may wish to cup your hands under child's, tossing ball a few inches, catch with child.)

2. Tell child you are going to roll ball to him or her. When seated short distance apart ask if child is ready, then roll ball to child's hands. Continuing to talk, ask child to roll ball to you (your voice is the focus).

3. As you sense child is gaining confidence, tell child to listen for ball because, "The ball will not be traveling directly to your hands." Roll close but not directly to child's hands.

4. Using steps 2 and 3, ask child to stand. Stand short distance from them. Throw ball to the child.

Manufacturer Preston Equipment for Rehabilitation

Price Range 0-10

Skills:

* Gross Motor: balance, motor planning, body awareness

Auditory: sound awareness, auditory discrimination

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BIRD, FLOWER, STAR RATTLES

Suggested Developmental Level 6mos-1yr Suggested Interest Level 6mos-1yr

Brief Description:

Multi-shaped rattles with movable center. Rattles are made of soft plastic.

Suggested Uses:

1. Place rattle in child's hand. Observe to determine if baby moves rattle independently.
2. Move rattle gently with child's hand.
3. If rattle is dropped, repeat process
4. Move rattle left to right for child to track it.

Manufacturer Chicco

Price Range 0-10 each

Skills:

* Gross Motor: motor planning

Auditory: awareness

Visual: Visual Tracking

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BODY PARTS PUZZLE

Suggested Developmental Level 3-8 Suggested Interest Level 3-8

Brief Description:

Use as an 11 1/2" puzzle or use without frame. Includes labeled lay-on assembly pattern and nine suggested poses.

Suggested Uses:

1. Have child move his body as puzzle or suggested pose shows.
2. Put puzzle together with same pose as one of patterns.
3. Point to a body part on puzzle and have child name it while he finds that part on his body.
4. As child uses the puzzle he/she will learn to read names for body parts.

Manufacturer Lauri, Inc.

Price Range 10-20

Skills:

* Gross Motor: body awareness

Visual: visual discrimination

Communication: labeling

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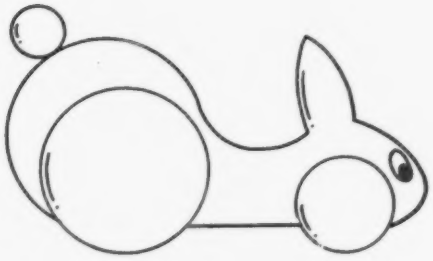
BUNNY PULL TOY

Suggested Developmental Level 9mos-2yrs Suggested Interest Level 9mos-2yrs



Brief Description:

Bunny shaped pull toy with identation for small hand to push and/or pull. String attached to bunny figure for child to pull.

Suggested Uses:

1. Sit with child on the floor in a side-by-side position.
2. Pull toy toward child.
3. Place the pull toy within child's reach and extend the string for him to pull.
4. Watch child's activity.
5. Change to standing position. Demonstrate, pulling toy around the room.

Manufacturer Brima

Price Range 0-10

Skills:

* Gross Motor: locomotion, balance

Visual: attending

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CLATTER CLOWNS

Suggested Developmental Level 9-2years Suggested Interest Level 9-2years

No Illustration Available

Brief Description:

Drum rotates with colorful clown figures turning. Handle may be attached to provide pushing activity. Clattering sounds occur as drum rotates.

Suggested Uses:

1. Check to make sure child is steady to walk without assistance.
2. Show child how to push toy.
3. Hold child's hand while pushing toy with him/her.
4. Give child independent play opportunity to push with parent supervision.
5. Make sure that child does not detach handle of toy while trying to push it.

Manufacturer Ambi

Price Range 10-20

Skills:

* Gross Motor: locomotion, balance, motor planning

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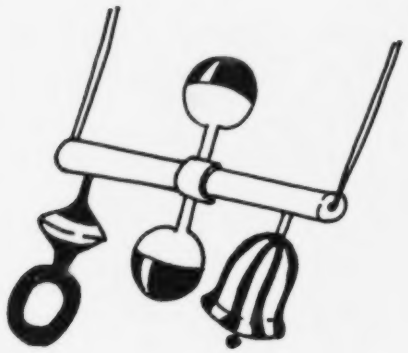
CRADLE PLAY

Suggested Developmental Level 6-12mos Suggested Interest Level 6-12mos



Brief Description:

Two plastic shapes and two handles are extended from adjustable plastic bar. When child moves shapes, sounds are activated.

Suggested Uses:

1. Place crib gym across crib or playpen when child is alert.
2. Touch one form on gym.
3. Move each part of the exerciser for child to maintain interest.
4. Observe child's movements.
5. Remove when child tires of the gym.
6. Do not leave child unattended while playing with gym.
7. Remove all loose fitting clothing prior to using crib gym.

Manufacturer Kiddicraft

Price Range 20-30

Skills:

* Gross Motor: motor planning

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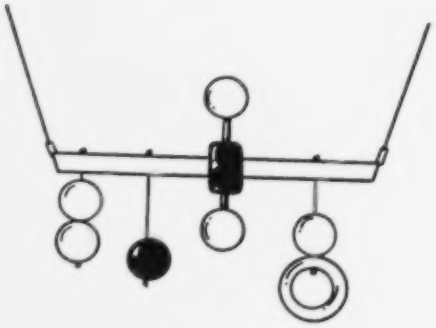
CRIB GYM

Suggested Developmental Level 6-12mos Suggested Interest Level 6-12mos



Brief Description:

Four colorful wooden forms are suspended from an adjustable wooden bar.

Suggested Uses:

1. Place crib gym across crib or playpen when child is alert.
2. Touch one form on gym.
3. Move each part of the exerciser for child to maintain interest.
4. Observe child's movements.
5. Remove when child tires of the gym.
6. Do not leave child unattended when playing with gym.
7. Remove all loose fitting clothing prior to using crib gym.

Manufacturer Walterspielen

Price Range 20-30

Skills:

* Gross Motor: motor planning

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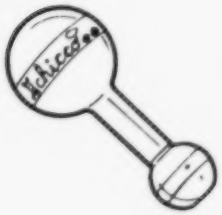
DING-A-LING CHIME

Suggested Developmental Level 0-6mos Suggested Interest Level 0-6mos



Brief Description:

Colorful rattle which produces a simple chime sound.

Suggested Uses:

1. Place rattle in child's hand. Observe to determine if baby moves rattle independently.
2. Move rattle gently with child's hand.
3. If rattle is dropped, repeat process.
4. Move rattle from left to right to allow child to track it.

Manufacturer Chicco

Price Range 0-10

Skills:

* Gross Motor: motor planning

Auditory: awareness

Visual: visual tracking

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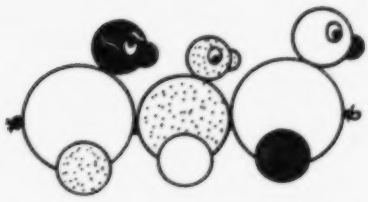
DUCK PULL ALONG

Suggested Developmental Level 9-18mos Suggested Interest Level 9-18mos



Brief Description:

Large duck is connected to two little ducks. A string is attached for child to pull.

Suggested Uses:

1. Sit with child on the floor in a side-by-side position.
2. Pull toy toward child.
3. Place the pull toy within child's reach and extend the string for him to pull.
4. Watch child's activity.
5. Change to standing position. Demonstrate, pulling toy around the room.

Manufacturer Walterspielen

Price Range 20-30

Skills:

* Gross Motor: balance, motor planning

Visual: awareness, attending

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HANDY DANDY

Suggested Developmental Level 3-9 mos. Suggested Interest Level 3-9 mos.

No illustration available.

Brief Description:

Colorful rattle made of different textures, materials, which are contoured to the shape of an infant's small hand.

Suggested Uses:

1. Remove toys and other distracting objects from area.
2. Present rattle after setting infant in infant seat.
3. Place rattle in hand.
4. Choose other rattle to increase attention.

Manufacturer Ambi

Price Range 0-10

Skills:

* Gross Motor: whole hand grip

Auditory: sound awareness

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ICE CREAM DARTS

Suggested Developmental Level 2-8 Suggested Interest Level 2-8

Brief Description:

Velcro balls that cling to the target on contact. 14" mounted target, 3 balls.

Suggested Uses:

1. Begin near target; increase distance as skill improves.
2. Parent may say, "Kkeep your eye on the ice cream cone."
3. If child asks, "What number is that?" when it is hit, name the number.
4. When you think the child knows the names of numerals, ask that they be named the as they are hit.
5. To find out if the child understands what the numbereal means, ask child to hold up the numbere of fingers that shows it.
6. For the older child, ask for addition of the numbers as they are hit them with the velcro balls. Keep it simple at first by adding just two numbers. Increase to three as the child is able to do this.

Manufacturer Parker Brothers

Price Range 0-10

Skills:

* Gross Motor: balance, motor planning

Visual: visual discrimination

Mathematics: math readiness

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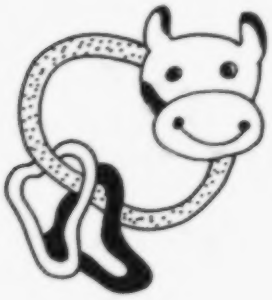
KEY RING RATTLE

Suggested Developmental Level 3-6mos. Suggested Interest Level 3-6mos.



Brief Description:

Three bell shaped forms are connected to cow. As toy is moved, bells rattle.

Suggested Uses:

1. Hand child toy...move each bell-shaped form for child.
2. Count each form and identify colors for child.
3. Allow child time to play with toy.
4. Toy may be used for sucking/teething as well as grasping.

Manufacturer Kiddicraft

Price Range 0-10

Skills:

* Gross Motor: motor planning

Tactile: stimulation

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KNOCKY BLOCKY

Suggested Developmental Level 1-5 Suggested Interest Level 1-5

No illustration available.

Brief Description:

Knocky Blocky consists of 4 balls (red, yellow, blue, green), with a mallet and the pounding board. A rubber band seals each hole to facilitate pounding and minimize noise. A hole on the side of the pounding board releases the balls.

Suggested Uses:

1. Encourage the child to hit a specific ball, naming it by color.
2. The child receives a sense of success when the hit ball enters the interior ramp and exits the hole at the bottom of the Pound A Ball. When it exits, say "surprise" or something similar to encourage continued play.
3. To encourage a rhythm in hitting a ball, you may say "hit," as the child swings - then repeat in a rhythm.
4. Give child simple verbal instructions such as, "hit red ball," as child practices pounding balls.

Manufacturer Ambi

Price Range 10-20

Skills:

* Gross Motor: motor planning

Visual: visual discrimination

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LAURI TEACHING TILES

Suggested Developmental Level 2-8 Suggested Interest Level 2-8

Brief Description:

Floor game. Eighteen pieces: six each circles, squares and triangles all perimeter punched with 3/8" diameter holes for pegging or lacing. Complete range of primary and secondary colors in each shape. Circles are 8-1/2" diameter. Made of washable, durable, quiet and safe 3/16" thick crepe foam rubber. Includes suggested activites.

Suggested Uses:

1. Talk about the shapes, colors, and sizes of the vinyl floor shapes. Until these make sense to the child, he will have difficulty playing this game.

2. One of the primary objectives of this game is to give instructions and have the child follow them. At first only easy instructions are given and only one at a time. "Put your foot on a square." Increase the difficulty as your child is ready for it and asks for more difficult instructions.

3. Variations: ask the child to "stand on a yellow mat" or "put all the circles over there," or show the child the picture of a simple triangle and ask him or her "to find all the shapes that are like that one."

4. Small muscles are used as the child laces the edges of the shapes.

Manufacturer Lauri, Inc.

Price Range 30-40

Skills:

* Gross Motor: motor planning

Cognitive: shape concept, color

Fine Motor: hand-eye coordination

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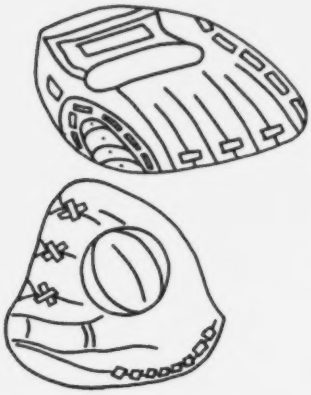
NO MISS MITT

Suggested Developmental Level 2 1/2-5 Suggested Interest Level 2 1/2-5



Brief Description:

Can be used for persons with a minimal amount of coordination. Roll and catch or throw and catch. The No Miss Mitt is made of special velvet so that the lightweight, Velcro striped, 3" diameter ball needs only to touch the mitt at any point to be caught. Mitt has a soft lining and can be worn on either hand. Comes in a set of 2 mitts and a ball. Green color.

Suggested Uses:

1. Encourage child to explore mitt and ball.

2. Sit on floor across from child. Ask child to put mitt on either hand, positioning mitted hand on floor. Roll ball to mitt so that it hits mitt and sticks to it.

3. After successful experiences with step 2, put a mitt on your hand. Ask child to roll ball to you. Move mitted hand to show how this can be done. Now have child take mitt. Roll ball to child's mitted hand, but roll so child must move hand sometimes to "catch" ball.

4. Follow steps 2 and 3 with standing/catching activities.

Manufacturer Fred Sammons Inc.

Price Range 10-20

Skills:

* Gross Motor: balance, motor planning, body awareness

Visual: visual tracking

Social Emotional: group play

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PUSH ALONG CLOWN

Suggested Developmental Level 9mos-2yrs Suggested Interest Level 9mos-2yrs

No Illustration Available

Brief Description:

Plastic clown is secured by a pole and lightweight handle. As child pushes clown, large feet move on a tread. Accompanied by pleasant clicking sound.

Suggested Uses:

1. Insure child can walk with a steady, balanced gait.
2. Attach pole to clown.
3. Model the movement of clown as it is pushed across a smooth surface.
4. Hand toy to child, guiding the pushing movement.
5. As child pushes comfortably, give him/her time for independent movement.
6. Supervise use of the toy to insure that handle is not detached.

Manufacturer Kiddicraft

Price Range 10-20

Skills:

* Gross Motor: locomotion, motor planning

Visual: visual tracking

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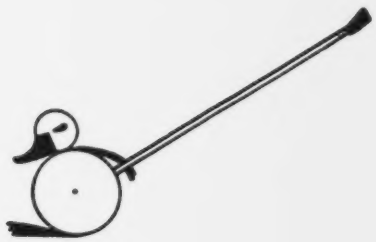
PUSH ALONG DUCK

Suggested Developmental Level 9mos-2yrs Suggested Interest Level 9mos-2yrs



Brief Description:

Plastic duck is secured by a pole and lightweight handle. As child pushes duck, large feet move on a tread accompanied by pleasant clicking sound.

Suggested Uses:

1. Before child uses this toy, insure that child can walk with a steady, balanced gait.
2. Attach pole to duck.
3. Model the movement of duck as it is pushed across a smooth surface.
4. Hand toy to child, guiding the pushing movement.
5. As child duck pushes comfortably, allow time for independent movement.
6. Supervise use of the toy to insure that handle is not detached.

Manufacturer Kiddicraft

Price Range 10-20

Skills:

* Gross Motor: locomotion, motor planning

Visual: visual tracking

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RAINBOW RATTLE

Suggested Developmental Level 3-6mos Suggested Interest Level 3-6mos

Brief Description:

Colorful rattle comprised of a clear globe which has a variety of beads. As child shakes rattle, a rainbow of colors forms. At the same time, there is a sound.

Suggested Uses:

1. Place rattle in child's hand. Observe to determine if baby moves rattle independently.
2. Move rattle gently with child's hand.
3. If rattle is dropped, repeat process.
4. Move rattle from left to right for child to track it.

Manufacturer Chicco

Price Range 0-10

Skills:

* Gross Motor: motor planning

Auditory: awareness

Visual: visual tracking

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RATTLE KEYS

Suggested Developmental Level 3-6mos. Suggested Interest Level 3-6mos.

Brief Description:

Four colorful keys with different indentations are connected by a sturdy plastic ring.

Suggested Uses:

1. Hand child toy when not distracted by other toys or objects
2. Allow child to explore each key.
3. Child may use toy for grasping or teething.

Manufacturer Ambi

Price Range 0-10

Skills:

* Gross Motor: motor planning

Tactile: stimulation

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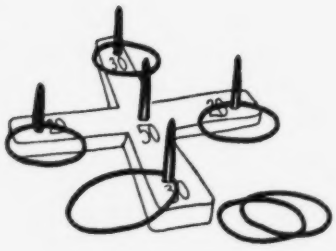
RING TOSS

Suggested Developmental Level 4-7 Suggested Interest Level 4-7



Brief Description:

Ring toss is a crisscrossed wooden form with five stakes. Each stake is accompanied by a painted number to assist in scoring. Five coded rings may be used for tossing activity.

Suggested Uses:

1. Place ring toss within arm reach of child.
2. Give child color rings and encourage child to throw spinning right to left.
3. Encourage child to continue to look at ring toss while throwing.
4. Play with child and begin to add each score....keeping scores on one digit basis. Use paper and pencil if necessary.
5. Encourage child to remember score. Start recording scores from memory.

Manufacturer Saxonia

Price Range 10-20

Skills:

* Gross Motor: balance, motor planning

Mathematics: math readiness

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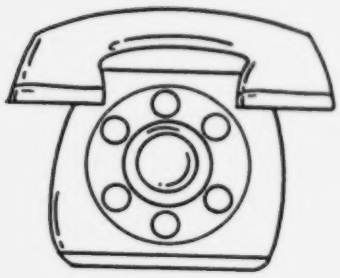
TELEPHONE RATTLE

Suggested Developmental Level 6mos-1yr Suggested Interest Level 6mos-1yr



Brief Description:

Telephone shaped rattle which contours to a child's small hand.

Suggested Uses:

1. Place rattle in child's hand. Observe to determine if baby moves rattle independently.
2. Move rattle gently with child's hand.
3. If rattle is dropped, repeat process.
4. Move rattle left to right for child to track it.

Manufacturer Kiddicraft

Price Range 0-10

Skills:

* Gross Motor: motor planning

Tactile: stimulation

Visual: visual tracking

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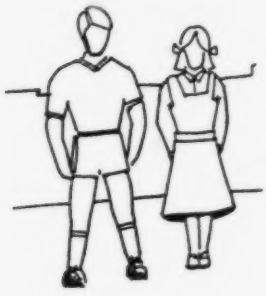
THE TWO FRIENDS

Suggested Developmental Level 2-6 Suggested Interest Level 2-6



Brief Description:

The boy and girl are represented as 3 ft. photographs. Divisions conform to body parts (20 pieces each).

Suggested Uses:

1. With puzzle complete, talk about body parts, pointing to face of puzzle, ask child to point to his/her face, (neck, knee, elbow, foot, etc.).
2. Take one part away, ask child to replace. Help if needed.
3. Remove both arms, ask child to replace. Talk about how they best fit.
4. Mix entire puzzle, ask child to put together.
5. Using very large paper, have child lie on it, face up. Draw around child, color, cut out and make into a puzzle.

Manufacturer Childcraft

Price Range 10-20

Skills:

* Gross Motor: body awareness

Visual: visual discrimination

Fine Motor: hand-eye coordination

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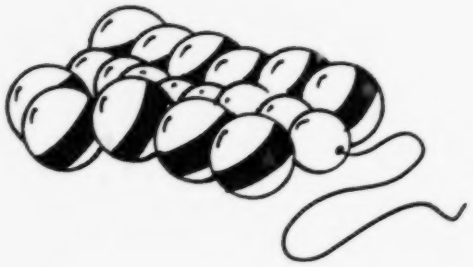
TROLLER

Suggested Developmental Level 6-18mos Suggested Interest Level 6-18mos



Brief Description:

Multi-sized balls are attached to a pull string. As the toy is pulled balls rotate in a colorful array.

Suggested Uses:

1. Sit with child on the floor in a side-by-side position.
2. Pull toy toward child.
3. Place the pull toy within child's reach and extend the string for him to pull.
4. Watch child's activity.
5. Change to standing position. Demonstrate, pulling toy around the room.

Manufacturer Walterspielen

Price Range 10-20

Skills:

* Gross Motor: locomotion, balance

Visual: tracking

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WOODEN JIG SAW PUZZLE: FIRETRUCK

Suggested Developmental Level 2-6 Suggested Interest Level 2-6

Brief Description:

Wooden jig saw puzzle of firetruck and firemen. Each playboard makes a stand-up scene.

Suggested Uses:

1. Before removing parts from the puzzle board, talk with the child about what is in the puzzle. Ask how the pieces can be used. What are the firemen doing?
2. Encourage child to put puzzle parts back in their places each time when finished playing.
3. Talk about the clothes of the firemen. Why do they wear red? Why is the truck red?
4. Ask the child to set up the parts of the puzzle; that is, out of the puzzle board (assist, if necessary). Encourage imaginary play.

Manufacturer Simplex

Price Range 10-20

Skills:

* Social Emotional: imaginary play

Fine Motor: hand-eye coordination, pincer grip

Communication: labeling, sentence, structure

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ACTION ACTIVITY CENTER POP-UPS

Suggested Developmental Level 6-18mos. Suggested Interest Level 6-18mos.

No Illustration Available

Brief Description:

Activity center with three fine motor devices. Achild is required to turn, pull or press levers to activate sound. Each successful approximation provides sound and a movement of colorful balls.

Suggested Uses:

1. Give child time to feel levers.
2. Start with yellow squared press lever. Place child's hand on lever and gently press down. Hold child's hand down until sound is made. Clap with child.
3. Model pull lever procedure for child. Take child's hand. Place it in a secure "pull down" lever position. Give child the feeling of pulling lever.
4. Place child's hand over turn/twist lever. Turn lever left to right with child.
5. Provide child with time to explore each lever.
6. Practice with child...turning, pulling, or pressing lever.
7. Use words "turn," "pull," "press," as cues to activity.

Manufacturer Battat

Price Range 10-20

Skills:

* Fine Motor: whole hand grip, hand-eye coordination

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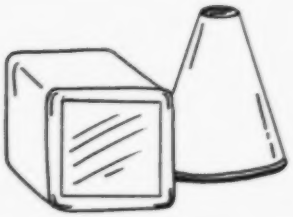
ACTIVE BABY

Suggested Developmental Level 6 - 18 mos Suggested Interest Level 6 - 18 mos



Brief Description:

Four colorful shapes made of Europlastic. Each may be used to provide pleasant sound. Pieces are contoured to facilitate stacking.

Suggested Uses:

1. Hand child mirror block....give child time to examine the mirror.... model shaking the block.
2. Press down on the squeaker circle....give child the squeaker....allow time for exploration.
3. Place squeaker on top of mirror block.
4. Give child horn....point to hole to blow....demonstrate if child has difficulty.
5. Hand child circular rattle....model nesting the horn with the rattle.
6. Observe while child constructs Active Baby shapes.

Manufacturer Ambi

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination, whole hand grip

Auditory: auditory awareness

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AMBI FUN HOUSE

Suggested Developmental Level 6-18mos. Suggested Interest Level 6-18mos.

No Illustration Available

Brief Description:

Activity center which provides a child opportunities to press, pull, turn. Sounds and figures are activated by simple movement.

Suggested Uses:

1. Secure toy on side of playpen or crib.
2. Demonstrate each activity for child. Wait...give child time to practice.
3. Present activity from left to right...top to bottom.
4. Give child ample practice time.
5. Remove toy from crib or playpen as soon as child has lost interest.
6. Toy should be removed when child is unsupervised.

Manufacturer Ambi

Price Range 20-30

Skills:

* Fine Motor: whole hand grip, hand-eye coordination

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ANIMAL STENCILS

Suggested Developmental Level 3-8 Suggested Interest Level 3-8

Brief Description:

Twelve 8-1/2" x 8-1/2" stencils include a chick, turkey, dog, lamb, rooster, bird, fish, cat, pig, hen, and sitting and lying rabbits. Instructions included.

Suggested Uses:

1. Have child trace a stencil. The child may then color or paint it and cut it out.

2. Stencils may help the child become familiar with the name of the animal and also may be used to develop associations. For example:

   A. This is a pig. A pig says "Oink."
   B. This is a rooster. It lives on a farm.
   C. This is a dog. A dog can live in the city, in the country, or in my house.
   D. These birds (rooster, chick, turkey, hen) live on a farm. People feed them.
   This bird (bird in flight) lives in a nest in a tree and looks for its own food.
   E. Dogs, cats, and rabbits are good pets. Pigs, lambs, and roosters are not pets.
   F. This animal has 2 legs. This one has 4 legs.

3. Have the child point out different parts of the animal's body: the tail, the eyes, the whiskers, etc.

4. Use stencil to make rubbings by laying paper over stencil, then rubbing with side of crayon.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:
* Fine Motor: pincer grip
Cognitive: shape concept
Visual: visual discrimination

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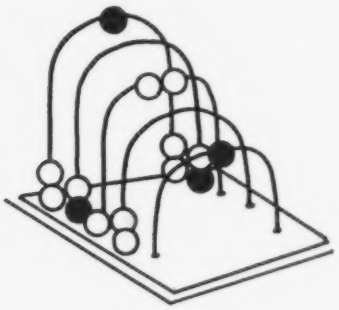
THE ARCHES

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

As child moves the large beads along arch, practice is given in all the vertical, horizontal & curved movements necessary to form letters.

Suggested Uses:

1. Encourage the child to play freely with the beads.
2. Discuss the colors and have the child name them.
3. As the child moves the beads, use the words "up," "down," or "over."

Manufacturer Lakeshore Curriculum Materials Co.

Price Range 30-40

Skills:

* Fine Motor: pincer grip, hand-eye coordination

Reading: reading readiness

Cognitive: color

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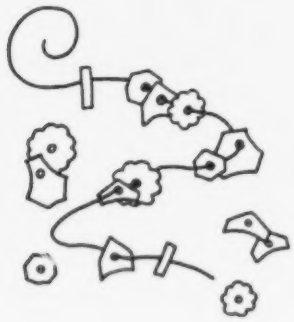
BEADS 'N BAUBLES

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Basic stringing activity has approximately 100 pieces of crepe foam rubber in various colors, shapes and sizes with 1/4" diameter holes for easy stringing. Three tipped laces included.

Suggested Uses:

1. Have child sort by shape, stacking like kinds together.
2. Have child lace shapes on to cord--free choice.
3. Encourage child to lace all of one shape or one color on cord.
4. Ask child to follow a pattern in lacing, for example, one red, one yellow, one red, one yellow, etc.
5. Place a variety of shapes into a bag. Ask the child to find a circle or other shape (by feel). Have child bring it out to see if he or she guessed right.

Manufacturer Lauri, Inc.

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination, pincer grip; Cognitive: shape concept, color, sequence; Tactile: tactile discrimination

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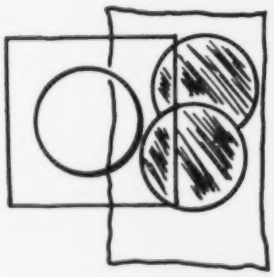
CLEAR STENCILS

Suggested Developmental Level 2-6 Suggested Interest Level 2-6



Brief Description:

This set of clear plastic stencils includes: the diamond, rectangle, square, circle, and triangle. The durable stencils measure 8-1/2" x 8-1/2" and include instructions.

Suggested Uses:

1. Trace shape with pointer finger. Encourage the child to verbalize the direction of the movement like up, down, over.
2. Encourage child to trace with pencil or crayon. Provide pencil grip to aid correct grasp if necessary. Encourage child to color inside the outline just completed.
3. After child has traced a shape and lifted away the stencil, encourage child to add lines and make a picture.
4. Encourage child to use two or more stencils to make a picture.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Fine Motor: hand-eye coordination, dexterity, bilateral activities
* Cognitive: shape concept, form

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DOUBLE-HANDED SCISSORS

Suggested Developmental Level 3-6 Suggested Interest Level 3-6

Brief Description:

Scissors are available in left- and right-handed models. Instructions included.

Suggested Uses:

1. Place child's fingers in the center holes. Adult places fingers in the outside holes. Start by snipping at edges of paper.
2. Allow child to freely cut (without trying to stay on a line) scrap paper to develop muscles in hands.
3. Have child cut between two wide guidelines, gradually reducing the width until it is a line.
4. Fold paper, unfold, then have child cut on folded line.
5. Switch to regular scissors as soon as child seems comfortable. Check all scissors to see that they open and close easily.
6. Have child cut out large objects that he/she has drawn or traced.

Manufacturer DLM Teaching Resources

Price Range 0-10

Skills:
* Fine Motor: hand-eye coordination pincer grip, dexterity

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DUMBELL RATTLE

Suggested Developmental Level 6 mos-1 yr Suggested Interest Level 6 mos-1 yr

Brief Description:

A pair of colorful easy grip rattles providing child with experience to hold with both hands. It is made of smooth durable plastic, producing a pleasant sound for the child.

Suggested Uses:

1. Hand one rattle to child. Give child time to shake and suck rattle.
2. When child has finished testing one dumbell, introduce second one.
3. Note which hand child uses with greater comfort.
4. When child drops one rattle, shake the rattle and hand it back.
5. Shake rattles in a pattern play simple nursery rhyme and give child opportunity to shake rattle according to its beat encouraging child to follow pattern.
6. Remove dumbell rattle when child is no longer interested in playing with it.

Manufacturer Kiddicraft

Price Range 0-10

Skills:

* Fine Motor: motor planning

Auditory: auditory awareness

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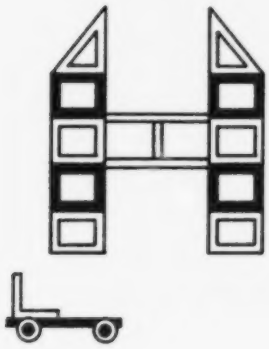
EASY-FIT BUILDER

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

119 plastic pieces that snap together. Special hinges let doors swing open or elevators go up and down.

Suggested Uses:

1. Encourage the child to explore the use of the materials.
2. Talk about what can be made with the builder set.
3. Initially, encourage easy things like a fence, or a small house, or something with wheels.
4. Talk about the colors of the pieces as you play together.
   "Here is a red piece."
   "May I have some yellow wheels?"

Manufacturer Lakeshore

Price Range 20-30

Skills:

* Fine Motor: hand-eye coordination, pincer grip
Social Emotional: imaginary play
Cognitive: form, color

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EYE-HAND INTEGRATION EXERCISES (SET II)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Young learners gain practice in pre-writing by tracing and copying these excercises on laminated cards. Use of special marking pens and wiping cloths allow the cards to be used again and again.

The more advanced excercises in set II teach students to identify missing parts of a whole and to improve their visual-motor coordination. Children progress from drawing straight lines to more complex designs of numerous lines in various directions.

Suggested Uses:

1. Using the pointing finger, have the child trace first a shape on the card, then trace the shape over the dots below.
2. After practice with step one, give the child a marking pen to use in tracing a shape on the card, then drawing the shape over the dots below.
3. On the picture cards, have the child draw in the missing parts.

Skills:

Manufacturer DLM Teaching Resources

Price Range 10-20

* Fine Motor: hand-eye coordination
Visual: visual discrimination
Reading: reading readiness

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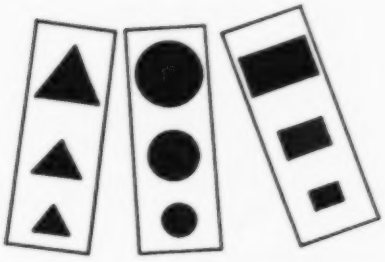
FIT-A-SIZE--RUBBER SHAPES

Suggested Developmental Level 3-5 Suggested Interest Level 3-5



Brief Description:

Manipulative introduction to the concept of relative size, using the four most common shapes. Small-medium-large progression provides maximum conceptual clarity. Set of eight 3" x 8" x 3/16" panels receive twenty-foour fit-in shapes. Eight contrasting colors.

Suggested Uses:

1. With pieces and boards put together, discuss size of shapes by using terms, "small, smaller, smallest" and "large, larger, largest."

2. Add color to questions: "Find the smallest yellow shape."

3. Add shape to questions: "Find tthe red square," or even more complex, "Find the biggest blue circle."

4. Use as puzzles, with pieces mixed from two dissimilar shapes such as circle and triangle, have child replace pieces. With pieces mixed from similar shapes, such as square and rectangle, have child replace pieces into form board.

Manufacturer Lauri

Price Range 0-10

Skills:
Visual: visual discrimination

* Fine Motor: pincer grip, hand-eye coordination; Cognitive: color, shape concept, classification

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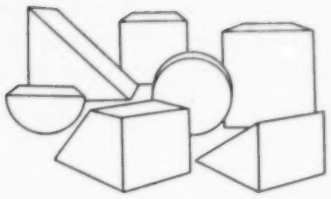
FOAM BATHTUB BLOCKS

Suggested Developmental Level 1-4 Suggested Interest Level 1-4



Brief Description:

Nineteen pastel colored shapes made of foam. The surface of the blocks facilitates shapes to stick together without water. A net is included for air drying.

Suggested Uses:

1. Encourage child to spontaneously play with blocks in or outside tub. May be used safely in tub or out.

2. Communicating with the child during parallel play include vocabulary words such as, "I will put the yellow triangle on the green block" or "I will put the white on a blue." Allow conversation to be a listening experience for the very young child or one of the child repeating some words heard.

3. As imaginary play, the adult could say, "Let's build a little house." or "... a big building." "What would a little boat look like floating on the water." "Let's float a little boat with a tall stack." "Pile up a tall skyscraper."

Manufacturer Marlon Creations

Price Range 10-20

Skills:

* Fine Motor: primitive grasp

Cognitive: shape concept, color

Social Emotional: parallel play, imaginary play

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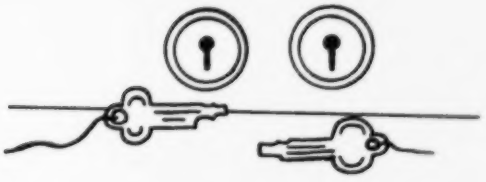
KEYS OF LEARNING

Suggested Developmental Level 2-6 Suggested Interest Level 2-6



Brief Description:

Unbreakable, color coded pieces, provide child with activity of matching correct keys to keyholes.

Suggested Uses:

1. By color, match keys and shape pieces.
2. Match shape piece to shape slot. Use verbal clues, such as "We need one with a long side" or "This is too big."
3. With shape pieces in place, match color of key to color of shape and insert in lock.
4. After basic game is mastered, match shape pieces to line design on top of game. Use verbal clues as in No. 2.

Manufacturer Educational Teaching Aids

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination, dexterity
Cognitive: shape, color

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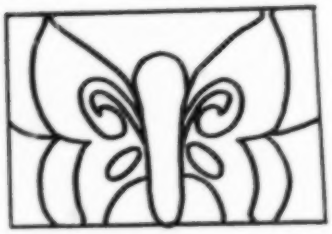
KNOBBED BUTTERFLY PUZZLE

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Wooden puzzle with knobs for ease in finger gripping 14 pieces.

Suggested Uses:

1. Remove one piece; have the child replace it. Play this "game" as a preliminary step to puzzle making.
2. Have the child take out all pieces; you, the adult, replace them. You are "modeling" what the child is to do as he or she watches.
3. As the child is learning to make the puzzle, you may verbalize by saying: "a little higher," or "down a little," or other simple directional words.
4. For the 4 and 5-year-olds, use terms such as "left," "right," or other directional words.
5. Be sure to praise as the child meets with success.

Manufacturer Woodlite

Price Range 10-20

Skills:

* Fine Motor: whole hand grip, hand-eye coordination.

Visual: visual discrimination.

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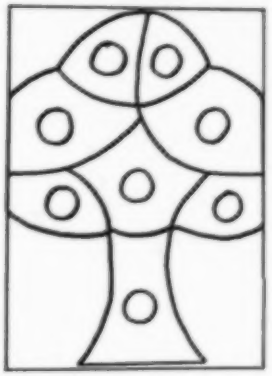
KNOBBED TREE PUZZLE (12 PC)

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Wooden puzzle with knobs for ease in finger grip. 12 pieces.

Suggested Uses:

1. Remove one piece; have the child replace it. Play this "game" as a preliminary step to puzzle making.
2. Have the child take out all pieces; you, the adult, replace them. You are "modeling" what the child is to do as he or she watches.
3. As the child is learning to make the puzzle, you may verbalize by saying: "a little higher," or "down a little" or other simple directional words.
4. Be sure to praise as the child meets with success.

Manufacturer Woodlite

Price Range 10-20

Skills:

* Fine Motor: hand-eye coordination, pincer grip. Cognitive: color, shape concept

Visual: visual discrimination

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LACING CARDS - SET 1

Suggested Developmental Level 2-5 Suggested Interest Level 2-5

Brief Description:

Wooden form. Shoelace string. Size comfortable for a child's hand.

Suggested Uses:

1. For early learning, hold form for child. With one end of lace tied to form, show child how to hold lace and push it down...you pull it through. As child shows interest, encourage child to push lace down, pull it through.

2. Model for child as child sits by your side. Hold form in same hand child would. Then, in short phrases or sentences, talk to child about what you are doing...push lace down...pull it through...push lace down...pull it through.

3. As child is able, encourage child to hold form in one hand while lacing with other hand. Allow child to use whatever technique of lacing is easiest.

4. As child becomes adept, encourage different kinds of lacing:
   a. down, pull through, around to top, down, pull through, etc. (wrapping around the edge).
   b. or down one hole, up next hole, down, up, down, up....

Manufacturer Woodlite

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination, whole-hand grip, bilateral activity, pincer grip, dexterity

Visual: visual discrimination

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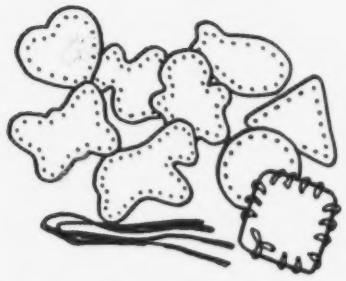
LACING SHAPES

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Nine shiny shapes of colored, heavy chipboard (4" to 5" long) with nine non-kink laces in various colors. No needles required.

Suggested Uses:

The purpose of the lacing cards is to give the child an opportunity to use his hands and to develop finger dexterity.

1. Tie a knot in one end of a lace. Pull the lace through a shape until it can be pulled no further. Now the child may lace.

2. The child may lace creatively in any way he or she wishes, as an edging, as a running stitch, or whip stitch.

3. You may have your child name the card he or she is lacing in order to become familiar with the name as well as the contours of the shape.

Manufacturer Lauri, Inc.

Price Range 0-10

Skills:

* Fine Motor: pincer grip, dexterity

Cognitive: shape concept

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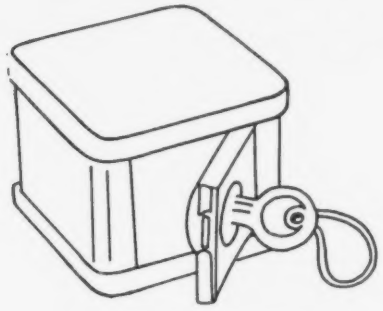
LOCK-A-BOX

Suggested Developmental Level 18 mo. - 3 Suggested Interest Level 18 mo. - 3



Brief Description:

Brightly colored sorting box made of durable plastic. Each shape has a smooth surface. An attached key may be turned to open box. A pleasant sound accompanies the turning of the key. Two triangles, circles, and squares give child practice in shape discrimination.

Suggested Uses:

1. Hand child circle shape....give him time to feel shape.
2. Take child's hand and demonstrate the outline of the circular hole by feeling the circular shape.
3. Give circle shape to child and point to circle hole. Encourage child to place circle into hole.
4. Select square shape and follow the above procedure.
5. Hand child circle and square, giving child the opportunity to discriminate shape and hole.
6. Introduce triangle....providing child opportunity to explore the three holes.
7. When all shapes are placed in box, model the turning of the key.

Manufacturer Ambi

Price Range 10-20

Skills:

* Fine Motor: hand-eye coordination, dexterity

Visual: visual discrimination

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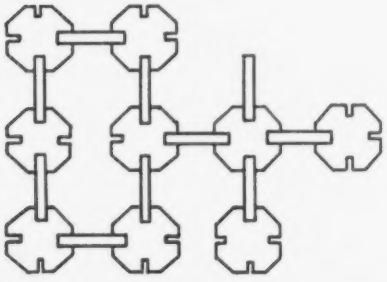
LOCKTAGONS

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Slotted octagon-shaped wafers, 1-7/8" x 1/8" thick fit together to form variety of structures. Flexible crepe foam rubber with light friction fit. The set: 100 pieces in assorted bright colors.

Suggested Uses:

1. Encourage child to spontaneously play with Locktagons. As you observe you will be able to see how able child is to interlock the pieces.

2. If the child has difficulties you may wish:
   a. to say "How do you think we can make these stay together?" (problem solving)
   b. to show the child how to interlock pieces
   c. to ask child to hold a piece in each hand; guide their hands to to place pieces together.

3. In encourging sorting you may say:
   a. "Let's build a blue house,"
   b. or "Let's build a yellow building."

4. Encourage vocabulary development by saying:
   a. "Let's make a big skyscraper,"
   b. or, "Let's make a little doghouse."

Manufacturer Lauri

Price Range 0-10

Skills:
* Fine Motor: pincer grip, dexterity, bilateral activities
Cognitive: color, shape concept
Visual: visual discrimination

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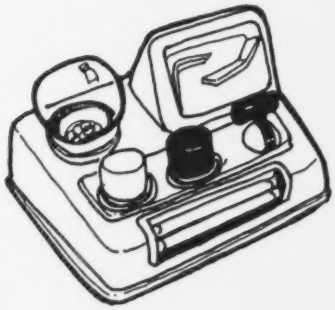
LOCO AIR PRESSURED ACTIVITY CENTER

Suggested Developmental Level 3-18 mos. Suggested Interest Level 3-18 mos.



Brief Description:

A sturdy self-contained activity box--two colorful rubber pressure suction levers activate clear plastic dome and block containing colorful beads. A lever may be used to move shapes.

Suggested Uses:

1. Encourage child to explore the material. If necessary guide the child's hand to the yellow suction pocket and say "press," or show the child as you press, and say, "press" or "push." Continue in this way with other parts of the toy (moving from left to right), saying "pull" at the lever.

2. Allow the child practice time. As the child is exploring, talk to the child about the sound the toy makes. You might say, "listen," as the sound is made.

3. When child becomes aware of the beads popping and moving, talk to the child about this. You might point to the place where the movement is occurring as the child presses the air suction pocket or lever.

4. Model words...push, press, pull... etc. to describe what is occurring even if the child does not understand your words. Your conversation with the child is an important step in language development, even when the child cannot understand all of the words.

Manufacturer Battat

Price Range 10-20

Skills:

* Fine Motor: primitive grasp, hand-eye coordination

Visual: visual awareness

Auditory: sound awareness

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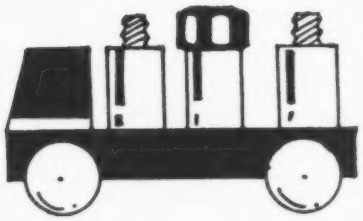
NUTS AND BOLTS TRUCK

Suggested Developmental Level 3-4 Suggested Interest Level 3-4



Brief Description:

Colorful wooden truck with six nuts attached to three bolts. Crafted to stimulate fantasy play and fine motor skills.

Suggested Uses:

1. Remove all nuts from truck.
2. Assist child in turning end nut. Model the forward clockward turn for child. As child has placed nut in screwing thread turn, help child screw nut in place.
3. Hand child an additional nut for him to turn on top of secured nut.
4. Hand child nut and watch where he screws it to truck.
5. Give child opportunity to screw.
6. Count as child screws each nut in place.
7. Complete truck, giving child time to use it in fantasy play.
8. Encourage child to unscrew each bolt. Demonstrate counterclock movement.
9. Repeat procedure with child's level of development.

Manufacturer Saxonia

Price Range 0-10

Skills:
* Fine Motor: dexterity
Life: self help
Mathematics: math readiness

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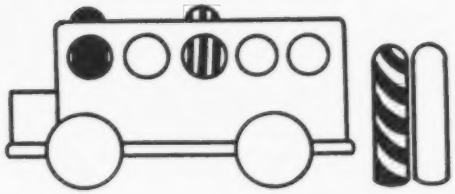
OLD FASHIONED BUS

Suggested Developmental Level 2-4 Suggested Interest Level 2-4



Brief Description:

Wooden bus with eight hole pegs. Pegs help child to use fingers.

Suggested Uses:

1. Give child bus to roll back and forth.
2. Remove one peg at a time. Place pegs back into bus, according to each color cluster.
3. Hand child one peg at a time to place in the bus.
4. Ask child to hand you yellow men, red men, blue men, and green men.
5. Count each man as child places them in the bus.

Manufacturer Saxonia

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination

Social Emotional: imaginary play

Cognitive: color

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PEEK-A-BOO DOORS

Suggested Developmental Level 6-18mos. Suggested Interest Level 6-18mos.

No Illustration Available

Brief Description:

Activity box featuring four doors which open to bright animal forms or mirror. Each form may be pulled or pushed activating bell or horn sounds. A fourth door contains an unbreakable mirror.

Suggested Uses:

1. Open green door with bright red bear. Place child's hand on bear. Pull bear lever. Give child practice in pulling lever. Child will enjoy sounds produced.
2. Encourage child to pull up blue door. Place child's hand on yellow car. Push gently...experience the sound.
3. Turn toy around presenting two new doors...wait to see how child works the doors.
4. If child fails to open door, slide open green door. Move yellow bird up and down. Give child practice time.
5. Slide red door...watch to see if child looks at himself in mirror.
6. Press each man on top of magic doors. Watch to see if child pops each man.

Manufacturer Battat

Price Range 10-20

Skills:

* Fine Motor: whole hand grip, pincer grip, hand-eye coordination

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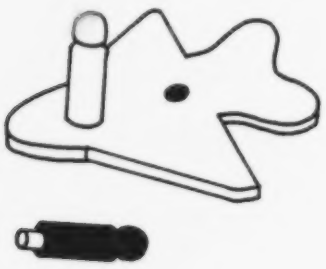
PEG PLAY

Suggested Developmental Level 2-4 Suggested Interest Level 2-4



Brief Description:

Four transportation shapes made of thick form have large holes. Hardwood pegs may be place in transportation shape.

Suggested Uses:

1. Hand child boat shape....giving child time to examine holes.
2. Provide child with one peg. Point to hole. When child places peg in hole, hand him the next peg.
3. Count as child places a peg into the form.
4. Encourage child to count with you.
5. Complete one transportation form. Ask the child to tell you how many pegs are in the shape.

Manufacturer Lauri

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination

Visual: discrimination

Mathematics: math readiness

Cognitive: color

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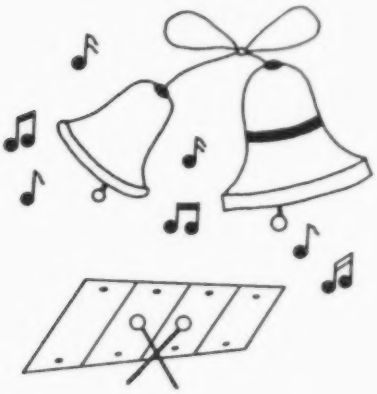
RHYTHM PLAYS

Suggested Developmental Level 6-18 mos. Suggested Interest Level 6-18 mos.



Brief Description:

Brightly colored self-contained musical activity center. Four simple musical instruments are ready to be played by the child. Sounds are distinctively different.

Suggested Uses:

1. Seat child in high chair or infant seat.
2. Hit the most colorful part of the activity box.
3. Hand child the toy to hit.
4. Show child the next part of the activity box to stimulate.
5. Remove toy when child is no longer interested.

Manufacturer Battat

Price Range 10-20

Skills:

* Fine Motor: hand-eye coordination

Auditory: sound awareness

Cognitive: shape concept, color

Also teaches attending skills.

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RINGLE BELL

Suggested Developmental Level 1-5 Suggested Interest Level 1-5

Brief Description:

Plastic rings of various colors stack into a pyramid. A bell is in the base of the form.

Suggested Uses:

1. Have the child take apart the bell if she or he can. You may start, making sure child is watching.

2. Show child how to stack circles from smallest to largest. Then you may put one circle, child next one--take turns until child can put entire pyramid together. This takes a lot of coordination.

3. You will want to replace stacking process many times with child. As you do so use words to describe, like small, smaller,..., bottom,..., top, colors of rings, big, bigger (as you take pyramid of shapes apart).

Manufacturer Ambi

Price Range 0-10

Skills:

* Fine Motor: primitive grasp, hand-eye coordination

Cognitive: size, sequence, color

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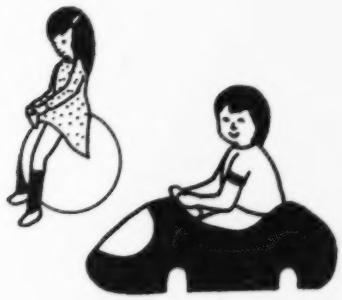
ROLLER PUZZLE: CHILDREN

Suggested Developmental Level 4-7 Suggested Interest Level 4-7



Brief Description:

Wooden puzzle with knobs and set of wheels.

Suggested Uses:

1. Before removing parts from puzzle board, discuss what the child sees in the puzzle. Ask the child how wheels can be put on the buggy.
2. Talk about colors of objects.
3. Ask the child to set up the buggy and other puzzle parts. Encourage imaginary play.
4. Encourage the child to put puzzle parts back in their places on the puzzle board each time when finished playing.

Manufacturer Simplex

Price Range 10-20

Skills:

* Fine Motor: hand-eye coordination, pincer grip

Social-Emotional: imaginary play

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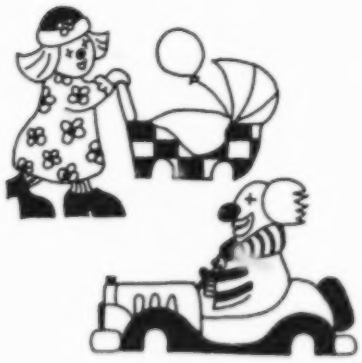
ROLLER PUZZLE: CLOWNS

Suggested Developmental Level 4-7 Suggested Interest Level 4-7



Brief Description:

Wooden clown puzzle with knobs and set of wheels.

Suggested Uses:

1. Before removing parts from puzzle board, discuss what the child sees in puzzle. Ask child how wheels can be put on the car.

2. Talk about colors of objects.

3. Ask child to set up car and other puzzle parts. Encourage imaginary play.

4. Encourage child to put puzzle parts back in their places on the puzzle board each time when finished playing.

Manufacturer Simplex

Price Range 10-20

Skills:

* Fine Motor: hand-eye coordination, pincer grip

Social Emotional: imaginary play

Communication: labeling

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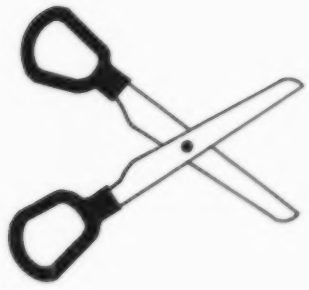
SAFETY SCISSORS

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

The scissors are designed so that either a right-handed or left-handed child can use them.

Suggested Uses:

1. Show the child how to use a scissors.
2. Allow the child to practice opening and closing the scissors.
3. At first let the child make snips in paper.
4. After the child can use the scissors correctly have him/her cut along a straight line, then shapes.
5. Now the child is ready to cut out designs etc.

Manufacturer Ideal

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination, dexterity, pincer grip

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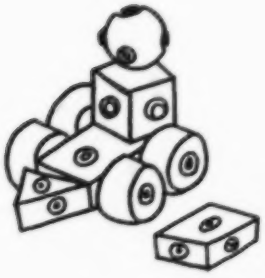
"SNAP-IT" CONSTRUCTION KIT

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Hardwood pieces snap together to make characters, animals and designs. Color illustrations included.

Suggested Uses:

1. Encourage creativity as child snaps blocks together to make something.

2. If child needs suggestions for building, you may sit by side of child and move blocks around to form square shape, or stack blocks encouraging child to add on to your construction.

3. More difficult tasks:
   a. sort "snap-it" blocks by shape.
      count how many squares, etc. if child is interested.
   b. talk about shapes: "This is a square. Find another one."

Manufacturer MARLON Creations, Inc.

Price Range 0-10

Skills:
* Fine Motor: whole hand grip, bilateral activities.
Cognitive: shape, color
Mathematics: math readiness.

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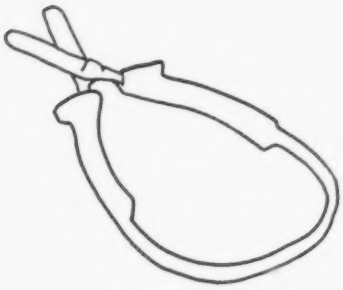
SNIP-LOOP SCISSORS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Designed for students having difficulty with cutting. These continuous-loop plastic handles are spring-loaded for fast opening action and ease in cutting. Fine steel blades have blunt ends for safety.

Suggested Uses:

1. As a first step place your hand over child's hands to assist in cutting action.
2. Child may grasp upper handle and rest the lower handle on table. Help child push down on upper handle which puts pressure against the table. This action should allow child to cut paper independently.
3. Another method may be to have child grasp scissors with both hands while cutting.

Manufacturer Ideal

Price Range 0-10

Skills:

* Fine Motor: whole hand grip, hand-eye coordination, bilateral activities, dexterity

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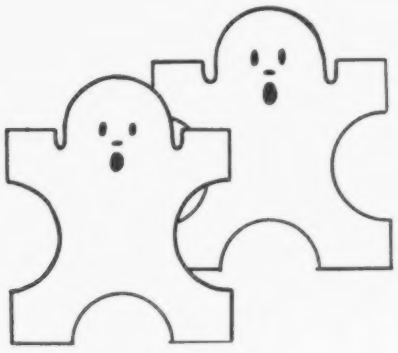
STACROBATS

Suggested Developmental Level 3-8 Suggested Interest Level 3-8



Brief Description:

32 clowns included, 2 1/4" tall and 5/16" thick, quiet, safe, and sturdy. Made of crepe foam rubber in assorted bright colors.

Suggested Uses:

1. Encourage child to put clowns together as he/she wishes.
2. Show child how to fit pieces together and balance them.
3. Talk to child about the different colors. If child is in early learning stages, point to a clown, say name of color, then have child say name of color.
4. Ask child to sort clowns by color.

Manufacturer Lauri

Price Range 0-10

Skills:

* Fine Motor: pincer grip, dexterity

Cognitive: color, classification

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TOOL SLINGER

Suggested Developmental Level 2-5 Suggested Interest Level 2-5

Brief Description:

Eight quiet rubber tools are placed on a flexible plastic tube sling. A permanently arranged wooden peg facilitates clasping.

Suggested Uses:

1. Extend plastic tube in position which will help child to thread.
2. Hand child the hammer with hole facing child.
3. Point to tube and model threading of hammer on tube.
4. Give child one tool at a time while threading.
5. When all tools are threaded....clasp the tube.
6. Encourage child to open tube.
7. Provide child with practice time.

Manufacturer Lauri

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination, pincer grip

Cognitive: color

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TURN 'N LEARN

Suggested Developmental Level 0-3 Suggested Interest Level 0-5

No illustration available.

Brief Description:

15" activity center made of durable plastic. Five keys providing different shapes. Turn a key and watch the movement above the keyhole. Each shape has a different sound.

Suggested Uses:

1. Give child time to play with activity center.
2. Hand child red key. Point to a hole. Demonstrate turning of key.
3. Left to right progression is encouraged by giving child keys in appropriate shape sequence.
4. Pattern child in the same sequence until he is able to perform without assistance.
5. Introduce...."turn green key," "twist yellow key," "put the blue key in hole."
6. Demonstrate sequence of turning selected keys. Start with two. Encourage child to imitate sequence. Extend number of keys as child is able to remember each new pattern.
7. Describe the sounds of the activity center....creaking sounds.... ringing sounds.

Manufacturer Battat

Price Range 10-20

Skills:

* Fine Motor: hand-eye coordination

Cognitive: shape discrimation, color. Communication: labeling

Auditory: auditory awareness

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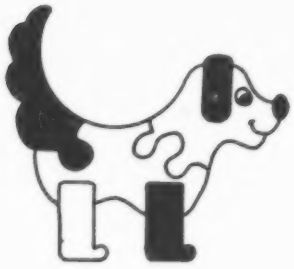
VINYL TAKE-A-PART ANIMALS, LARGE

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Description:

6 1/2" animals.

Suggested Uses:

1. Encourage the child to play with the animal assembled. Talk about the animal. Give the sound the animal makes; encourage the child to imitate.
2. Ask the child to take the animal apart. You put it back together. Repeat often.
3. Take one piece from the animal. Help the child to put it into correct position.
4. When ready, have the child put the entire animal together as a puzzle. Praise for little and big accomplishments.

Manufacturer Marlon Creations

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination

Cognitive: shape concept

Social Emotional: imaginary play

Communication: express. vocalization

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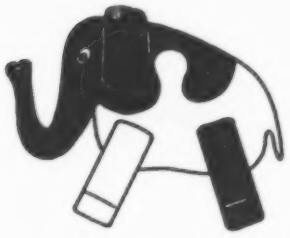
VINYL TAKE-A-PART ANIMALS, SMALL

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Description:

4" animals.

Suggested Uses:

1. Encourage the child to play with the animal assembled. Talk about the animal. Give the sound the animal makes; encourage the child to imitate.
2. Ask the child to take the animal apart. You put it back together . Repeat often.
3. Take one piece from the animal. Help the child to put it into correct position.
4. When ready, have the child put the entire animal together as a puzzle. Praise for little and big accomplishments.

Manufacturer Marlon Creations

Price Range 0-10

Skills:

* Fine Motor: hand-eye coordination

Cognitive: shape concept

Social Emotional: imaginary play

Communication: imitating sounds

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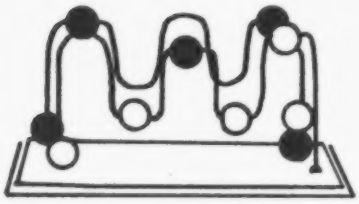
THE WAVE

Suggested Developmental Level 3-5 Suggested Interest Level 2-5



Brief Description:

Getting ready to read and write: waves form strokes used in writing letters of alphabet. Two colors of wire, three colors of beads, set in hardwood base.

Suggested Uses:

1. Encourage the child to play freely with beads.
2. Discuss the colors with the child.
3. Let the child identify the colors.
4. Have the child move the beads up and down the waves.
5. Use words that will teach and assist the child in using the wave, such as "up, over, down, over-up-etc." This will assist in understanding directions for writing skills.
6. Place child's hand on a bead at left of frame. Have child close eyes. Give child directions.

Manufacturer Lakeshore Curriculum Materials Co.

Price Range 20-30

Skills:
* Fine Motor: hand-eye coordination, pincer grip; Cognitive: color, form, sequencing; Visual: visual sequencing; Communication: labeling

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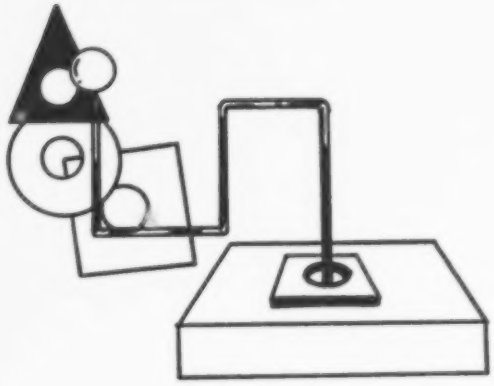
WIGGLY STACKS

Suggested Developmental Level 2-6 Suggested Interest Level 2-6



Brief Description:

Wooden shapes fit onto wire form which is set into wooden base.

Suggested Uses:

1. Show the child how to place the wooden shapes onto the wire form.
2. Let the child place them onto the form in any order.
3. Have the child sort wooden pieces by shape and color.
4. Ask the child to place specific sequence of forms on the wire; for example, red, then blue, then yellow circles, or triangle-circle-triangle-circle.

Manufacturer Childcraft

Price Range 20-330

Skills:

* Fine Motor: hand-eye coordination, pincer grasp

Cognitive: shape concept, color, sequence

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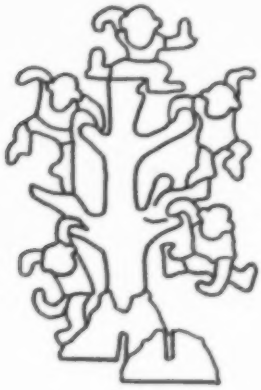
WOODEN JIG-SAW PUZZLE: MONKEY TREE

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Wooden jig-saw puzzle of monkeys in the playboard makes a stand-up scene.

Suggested Uses:

1. Before removing parts from the puzzle board, discuss what the child sees in the puzzle. Ask how the pieces can be used.
2. Encourage the child to put puzzle parts back in their places on the puzzle board each time when finished playing.
3. Talk about the colors of the objects.
4. Ask the child to set up the parts of the puzzle (assist, if necessary). Encourage imaginary play.
5. While playing, talk to the child about a monkey "on the tree," "under," "at the top," "by the side."

Manufacturer Simplex

Price Range 10-20

Skills:

* Fine Motor: hand-eye coordination, pincer grip

Social Emotional: imaginary play

Communication: labeling

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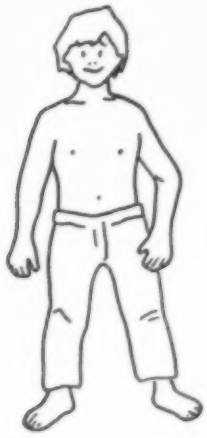
ANATOMICAL PUZZLE SET: WHAT ARE LITTLE BOYS MADE OF?

Suggested Developmental Level 4-12 Suggested Interest Level 4-12



Brief Description:

Six "layers" of puzzle pieces. Each layer is made up of eight pieces and presents a simplified version of the skeletal system, respiratory system, and circulatory system, internal organs, muscles, external features of the unclothed body, and the clothed body. The plastic pieces are color-coded and are set in a board with finger grooves for easy removal of pieces.

Suggested Uses:

1. Encourage the child to use puzzles and to ask questions about them. Ask the child questions such as, "What do you think is going on inside your body right now?" Show the circulatory system and ask, "Can you find the heart?"

2. Place the puzzles one on top of the other with the skeletal system at the bottom and the clothed child on the top. Talk to the child about the many things that go on inside of us to make our bodies work well. Ask the child to help you remove the top puzzle and talk about the importance of keeping your body clean by bathing and washing with soap and water. Taking that puzzle off, talk about systems of the body and how they work for us.

3. You may wish to point to your body or that of the child to show where the body organs are located within the body.

4. Talk about specific body parts if the child seems interested. Find books at the library that will be at the child's interest level.

Manufacturer Didax

Price Range 10-20

Skills:

* Cognitive: classification, cause-effect

Visual: visual discrimination

Life Skills: self help

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ANATOMICAL PUZZLE SET: WHAT ARE LITTLE GIRLS MADE OF?

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Six "layers" of puzzle pieces. Each layer is made up of eight pieces and presents a simplified version of the skeletal system, respiratory system and circulatory system, internal organs, muscles, external features of the unclothed body, and the clothed body. Plastic pieces are color-coded and are set in board with finger grooves for easy removal of the puzzle pieces.

Suggested Uses:

1. Encourage child to use puzzles and to ask questions about them. Ask child questions such as, "What do you think is going on inside your body right now?" Show digestive system and ask, "Can you find the stomach?"

2. Place puzzles one on top of the other with skeletal system at bottom and clothed child on top. Talk to child about the many things that go on inside of us to make our bodies work well. Ask child to help you remove the top puzzle and talk about the importance of keeping bodies clean. Taking that puzzle off, talk about other systems of the body and how they work for us. This may be done over a series of days.

3. You may wish to point to your body or that of the child to show about where the body organs are located.

4. Talk about specific body parts. Go to the library for books about the body at child's interest level. Have child select books with your assistance.

Manufacturer Didax

Price Range

Skills:

* Cognitive: classification, cause-effect

Visual: visual discrimination

Life Skills: self help

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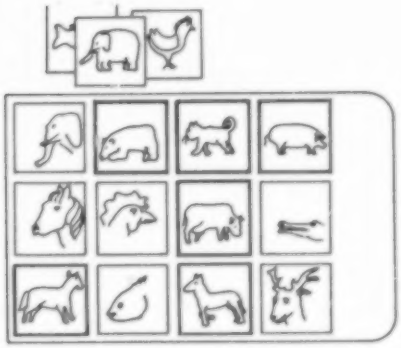
ANIMALS DAIGGER TUTOR

Suggested Developmental Level 4-8 Suggested Interest Level 4-12



Brief Description:

Matching game with pictures of animals, their habitats, food, and their young. Plastic pieces and board.

Suggested Uses:

1. Talk about the pictures. Name the animals for the child.
2. Ask the child to point to an animal you name. Have the child name an animal you point to.
3. Show the child how to match the pictures on the interlocking board. Talk about the pictures as you do this.
4. Ask the child to put pictures of all two-legged animals together; all four-legged animals together. Ask the child to match an animal with its home using the interlocking board to do so.

Manufacturer Educational Teaching Aids

Price Range 10-20

Skills:

* Cognitive: classification; Visual: visual discrimination; Communication: labeling, talking with meaning

Fine Motor: hand-eye coordination

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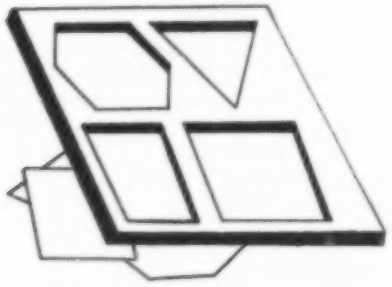
ATTRIBUTE BLOCKS

Suggested Developmental Level 3-12 Suggested Interest Level 3-12



Brief Description:

Desk set - The large pieces average approximately 2 1/2" by 2 1/2" and the small pieces average 1 1/2" x 1 1/2". Made of polypropylene. Set contains: 5 different shapes, 3 colors, 2 sizes 2 thicknesses, 60 pieces, one sorting tray.

Suggested Uses:

1. Have child explore uses of the materials.
2. Have child sort according to shape or color or thickness.
3. For very young child you do not have to use names of the shapes. Example: show a triangle and say, "Find one like this one." Accept one the same size or a different size. The color may be different also.
4. For the school age child, you may ask the child to find things like the following:
   all yellow thick pieces, all thin circles, or all the red thick pieces.
5. More complex activities for the child who can sit longer and enjoys figuring things out:
   Arrange rings of string. These may be different colors of string. Ask child to place in one ring: all yellow and red large circles. When child has finished doing this, the next instuctions may be: find all the yellow and red small pieces with corners. Help as needed. When these instructions have been completed, ask child to find all blue pieces with corners.
6. Instruction book provides many kinds of activities.

Manufacturer Ideal

Price Range 20-30

Skills:

* Cognitive: classification, shape concept, size, color

Visual: visual discrimination and memory

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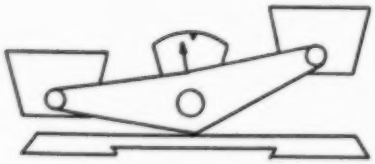
BUCKET BALANCE

Suggested Developmental Level 3-9 Suggested Interest Level 3-9



Brief Description:

Durable, plastic-molded scale with detachable buckets. Sliding weight up to 2000 g and sensitivity to 1 gram.

Suggested Uses:

1. Place blocks, dry beans, or other similar items into buckets. Try to make scale balance. Talk about why scale does or does not balance.
2. Use words like: more/less, heavy/light.
3. Place one object like a book, on one side. Put beans on the other side until scale comes into balance. Talk about why it takes so many beans to with one book.
4. Encourage child to explore the variety of uses for scale.

Manufacturer Invicta

Price Range 10-20

Skills:

* Cognitive: weight, size, cause-effect

Mathematics: math readiness

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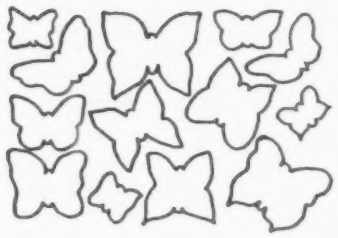
BUTTERFLIES LAURI PUZZLE

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Contrasting colors and tactile quality of crepe foam rubber provide learning opportunities. 8-1/4" x 11-1/2" x 3/16" thick, with one piece frames.

Suggested Uses:

1. With puzzle together, talk about butterflies. Then you may ask child to point to biggest, smallest, red, yellow butterfly, etc.
2. For child in initial stages of puzzle making or for the child who dislikes puzzles, build small steps into learning process. You may remove one butterfly. Then ask child to put butterfly back again. Then two, etc.
3. Have child remove all butterflies. You put all back, talking about "this big butterfly goes in this big space, etc."
4. Now you remove all pieces of puzzle being careful to place butterflies near correct positions. Have child replace butterflies. Help as needed.
5. Last step, have child remove then replace all butterflies to puzzle base.

Manufacturer Lauri, Inc.

Price Range 0-10

Skills:
Visual: visual discrimination
Fine Motor: hand-eye coordination
* Cognitive: color, shape concept

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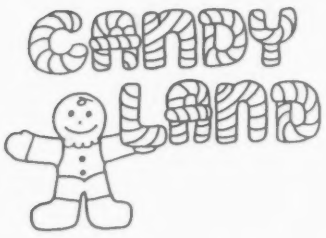
CANDY LAND GAME

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Players draw cards and move pieces to colors or objects, as shown. 2-4 players.

Suggested Uses:

1. Play this game to reinforce color recognition and matching.
2. Emphasize taking turns.

Manufacturer Milton Bradley

Price Range 0-10

Skills:

* Cognitive: color

Visual: visual discrimination

Social Emotional: group play

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COLOR CLOWNS

Suggested Developmental Level 5-8 Suggested Interest Level 5-8

Brief Description:

Contains two dice, plastic transparent colored tiles, playing boards.

Suggested Uses:

1. Encourage free play in placement of transparent color tiles to see how the colors change as one blends with another.
2. Talk about the colors. Say, "What color is this?" as you point to a part of a figure.
3. After step two, point to a figure. You may say when pointing to a blue shape, "Let's put a yellow shape on it. What color is it now?" Try out different combinations.
4. When child is ready, play according to rules of the game.

Manufacturer Orda Industries Ltd.

Price Range 0-10

Skills:

* Cognitive: color, shapes concept

Social Emotional: group play, solitary play

Fine Motor: hand-eye coordination

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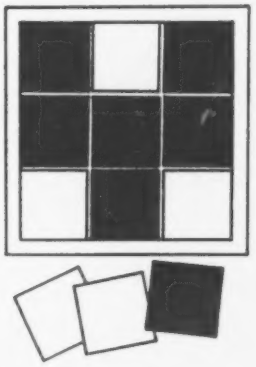
COLOR LOTTO

Suggested Developmental Level 2-6 Suggested Interest Level 2-6



Brief Description:

28 cm square wood inlay tray with 3 sets of 9 colored squares for developing color recognition. Guide included.

Suggested Uses:

1. At earliest level teach colors. "This is yellow. Find one like it." After child finds and compares, say, "Is it the same?"
2. Have child match squares off board, all of single color in a pile.
3. Encourage child to make designs, using own creativity.
4. Play "Follow Directions." Tell child to find a green one and put it here. Do this with the nine positions. Correct child if mistake is made.
5. Make pattern for child of one set of squares. Tell child to put squares on top matching what you have done, or to the side of your design.

Manufacturer Judy Instructo

Price Range 0-10

Skills:

* Cognitive: color

Visual: visual discrimination

Fine Motor: pincer grip, hand-eye coordination, dexterity

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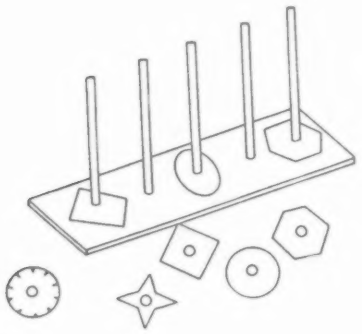
COLOR/SHAPE ABACUS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Match colors and shapes. A variety of plastic color and shape pieces are included as well as spindles on which to place the pieces. The materials are housed in a plastic box with lid.

Suggested Uses:

1. Select two shapes and place them before the child. Ask the child to find more like these shapes and place each in the right pile. Do this with three (four, etc.) shapes as the child is ready for this.

2. Place a different shape in front of the pegs on one of the stands. Ask the child to find more like those shapes and put them on the peg by the sample shape. Ask the child to count the shapes on the peg. Count with the child if necessary.

3. Place a different colored shape in front of each peg of the stands and ask the child to find more of that color, placing them on the corresponding peg. If the child is confused by the shape and color differences, show the child how to continue with a color even when the shape changes.

4. Give verbal instruction to the child by saying, for example: "Find a red square, now find a yellow circle, now find a blue star, etc." This can be very difficult for a child to do. Help if the child wants help. Try to avoid frustration for the child because the toy will no longer be pleasurable when that occurs.

5. Have the child tell you what to do. Follow the directions of the child as she or he directs you in finding a particular shape or color. You may encourage the child to say, "Find one like this one" if the child does not know the color or shape names.

Manufacturer Childcraft Education Corp.

Price Range 20-30

Skills:

* Cognitive: shape, color

Communication: labeling

Visual: visual discrimination

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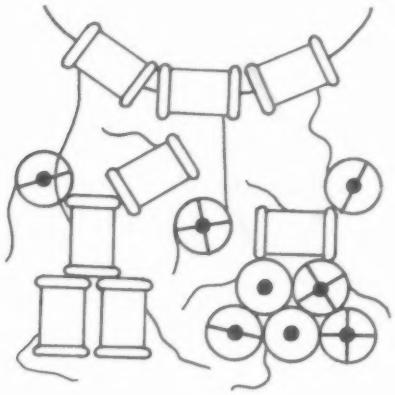
COTTON REELS

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Set of 25 reels includes a long lace. The reels are used for threading, sorting, or stacking.

Suggested Uses:

1. Place cotton reels on floor near child. Allow child to explore their use without direction.

2. For early learning, encourage stacking. Place reel on top of a reel child has just put down. Observe if child follows your example. If not, add another to stack...observe what child does...continue process.

3. For color sorting activity, hold a reel in one hand...say "Find one like this one"...help child if necessary...then, "Find another." Follow this pattern for sorting out one color of reels.

4. Threading reels: For early learning (3 or 4 years developmentally) hold threading portion for child, start to put a reel on lace, remove, ask child to put it on lace. Continue to hold lace for child as child puts reel on.

5. Varieties of threading sequences may be encouraged:
   a. in random order
   b. by single color
   c. or, following a pattern, i.e., red, yellow, red, yellow, etc.

Manufacturer Galt Toys

Price Range 0-10

Skills:

* Cognitive: color, sequence

Fine Motor: whole-hand grip, hand-eye coordination, pincer grip, bilateral activities, dexterity

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FIT-IN-PERCEPTION PUZZLE

Suggested Developmental Level 3-6 Suggested Interest Level 3-6

No Illustration Available

Brief Description:

Objects are similar, but differences must be observed in order to fit. Crepe foam rubber 8-1/4" x 11-1/2" x 3/16" thick, one piece frames.

Suggested Uses:

1. Take out cars in top row. Give child white car. Ask child to put in correct place. Then give black truck (encourages left to right sequencing). Next row, take out, mix cars. Ask child to find and place car at far left. Do this one row at a time.
2. Let the child experience putting together the puzzle pieces of entire puzzle. Their choice as to order of placement.
3. Have the child sort the puzzle pieces by size, shape, or color, not using the board.
4. Talk about the kinds of cars and trucks.

Manufacturer _____

Price Range _____

Skills:

* Cognitive: color, classification

Fine Motor: hand-eye coordination

dexterity

Visual: visual discrimination

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GAZOOBO SHAPE AND SORT KEY HOUSE

Suggested Developmental Level 18 mos.-5 Suggested Interest Level 18 mos.-5

Brief Description:

Portable plastic house is divided into six compartments with six animals and six geometric forms of different colors with corresponding keys. Gazoobo provides practice in sorting with a wide range of fine motor experiences.

Suggested Uses:

1. Rotate Gazoobo to insure child has seen each shape/color compartment.
2. Hand child circle form and point to hole model placement of circle in hole if child has problems. As child locates appropriate holes, hand him two shapes to discriminate. Rotate Gazoobo as child sorts shapes handed to him.
3. Hand child two animal shapes while pointing to elephant hole. As child successfully sorts, provide him with additional shapes.
4. Give child practice time. Note when he is not simply guessing the shape. Proceed to the next step when child is comfortably sorting simple shapes and animal shapes.
5. Introduce key ring when child has mastered sorting task. Point to one color key, encourage child to select color coded compartment. Give child time to insert appropriate key. Watch child as he inserts each key according to color match.

Manufacturer Chicco

Price Range 10-20

Skills:

* Cognitive: shape concept, color

Fine Motor: fine motor coordination

Visual: visual matching

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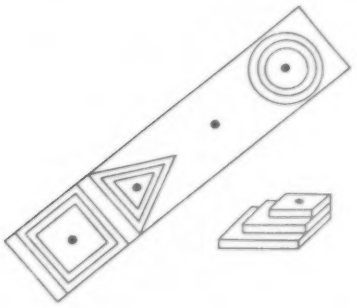
GEOMETRIC SHAPE STACKER

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Four shapes are arranged stacked according to size. Each shape is presented to allow a child to discriminate between three distinct sizes. Geometric shape stacker is 17" with brightly colored wooden forms.

Suggested Uses:

1. Give child one circle. Encourage child to match all circles in one stack. Select each shape and instruct child to identify each shape. Demonstrate stacking each shape for the child.
2. Place one of each shape on the board. Give child the opportunity to complete each shape on the board.
3. Have child point to the smallest shape, medium size shape, and largest shape.
4. Use the words "Show me the smallest circle, triangle, square, rectangle, medium size or the largest shape."

Manufacturer Educational Playthings

Price Range 10-20

Skills:

* Cognitive: size, color, sequence

Fine Motor: hand-eye coordination

Mathematics: math readiness

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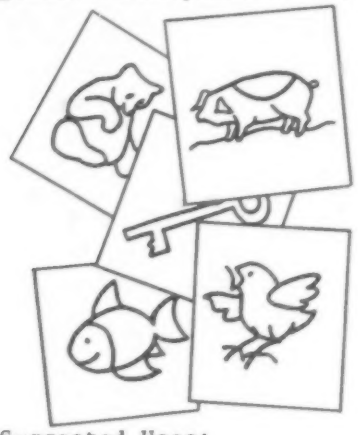
GUMMED STAMPS: MINIATURES

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Pictures are 2" square and can be used for creating activity cards, phonics materials, or for story telling. There are 160 stamps, four of each of the 40 pictures. They come in perforated sheets.

Suggested Uses:

1. Ask the child to sort the pictures by categories: birds, machines, animals, etc.
2. Talk about the pictures asking the child to name the object in the picture.
3. Ask the child what color (or colors) a particular object is.
4. Categorize by initial consonant sounds, that is, the sound of the beginning letter.

Manufacturer Didax

Price Range 0-10

Skills:

* Cognitive: classification, color

Fine Motor: pincer grip

Auditory: auditory discrimination

Reading: reading readiness

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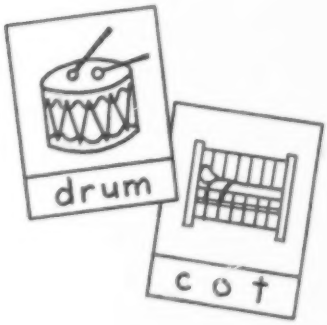
GUMMED STAMPS; PICTURE/WORD PHONICS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

These stamps are particularly useful in developing phonics skills and vocabulary development. The set includes short vowel words and illustrates blends and digraphs. There are 180 stamps in the set with two each of the five sheets of stamps, and each stamp is 3 1/4" x 2 3/4".

Suggested Uses:

1. Cards may be sorted by the child in the following ways: animals, things to eat, furniture, words starting with "c," etc.
2. A more complex sorting can occur with words with a specific vowel sound such as short "e."
3. Ask the child to make a sentence using a specific word.
4. Place words together that could make a sentence. Say a sentence aloud, adding needed words.
5. Take a stack of 5-8 words. Line up from longest to shortest word.

Note: It is recommended that stamps be glued to tag board slightly larger than stamp, then laminated for long term use. Place in box for storage.

Manufacturer Didax

Price Range 10-20

Skills:

* Cognitive: classification

Visual: discrimination. Reading: readiness. Communication: labeling

Auditory: auditory discrimination

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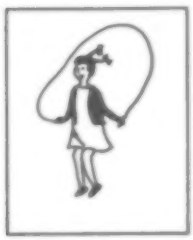
GUMMED STAMPS; THINGS WE DO

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Illustrated stamps show children and adults in a variety of activities. Perforated and gummed stamps come in four sheets with 36 stamps on each sheet and measure 2-3/4" x 3-1/2".

Suggested Uses:

1. Ask the child to sort the pictures by category: all the children (girls, boys, men, women, etc.).
2. Talk about what the people are doing.
3. You may wish to have the child tell a story about one of the pictures.
4. Give the child a picture. Ask the child to pretend he or she is doing what a person is doing in the picture. Then say, "What will the person do next?" Have the child act it out or tell you in words.
5. For vocabulary development, the stamps show actions for words ending in "-ing," (sitting, hopping, writing, etc.).

Manufacturer Didax

Price Range 0-10

Skills:

* Cognitive: classification, cause-effect; Communication: labeling, sentence structure

Visual: visual discrimination

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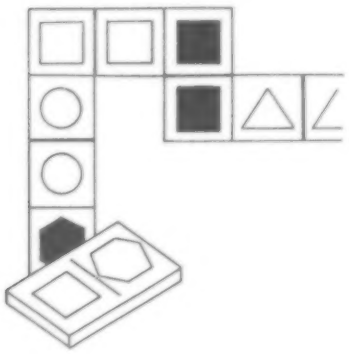
HARDWOOD SHAPE AND COLOR DOMINOES

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Dominoes are made of hardwood.

Suggested Uses:

1. As an early learing experience with all dominoes turned up, encourage child to match dominoes by shape. You may wish to take turns, placing one domino to match: child, you, child, etc.

2. Next step, match dominoes by color, again taking turns.

3. As a step to learning the game, with dominoes turned face down, take one domino placing it for starter. Decide if the game will be shape matching. Then play game so that adult and child play as one person. Deal out six dominoes, face up. Take a turn. Play game as you would dominoes, but with one player, one winner -- both of you win.

4. As another step to playing the game, this time with dominoes of players face up, pllay as two players, but give child help as needed.

5. Play game following rules of dominoes, dominoes dealt visible only to players, deciding if you are playing colors or shapes dominoes.

6. As a more difficult game, play matching dominoes by both color and shape. This requires matching of shape and color in same figure.

Manufacturer Lakeshore

Price Range 0-10

Skills:

* Cognitive: shape concept, color

Visual: visual discrimination

Fine Motor: hand-eye coordination

Social Emotional: solitary or group play

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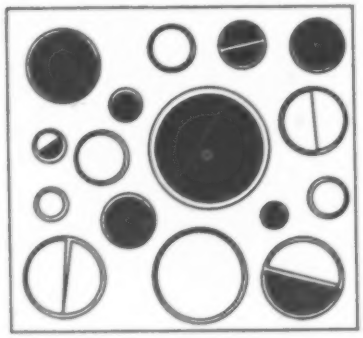
INFANT FITTING BOARD I

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Description:

Circles and semi-circles in varying diameters and 4 colors. Although these shapes are all circular, some are half-circles and the 20 pieces are in 8 different diameters. Perception-training item. 20 x 20 cm overall.

Suggested Uses:

1. Encourage child to take pieces out of the storage box. Allow child to explore the materials.

2. After child has played with the shapes, you may become involved. Show child a shape. Say, "Find more that are this color." Help as needed, but do not insist if child is not interested.

3. When child seems ready (perhaps a different day), ask child to find all the shapes that are this color (perhaps yellow). When all are found, talk about which is big, which is bigger, which is biggest. Or you may talk about which is small, which is smaller, which is smallest.

4. Using a set of shapes (for example circles) encourage child to fit them into form. Talk about [illegible] piece may be too big, or too small, or just right. Praise as child is successful.

Manufacturer Educational Training Aids

Price Range 20-30

Skills:

* Cognitive: color, shape, classification

Fine Motor: pincer grip

Visual: visual discrimination

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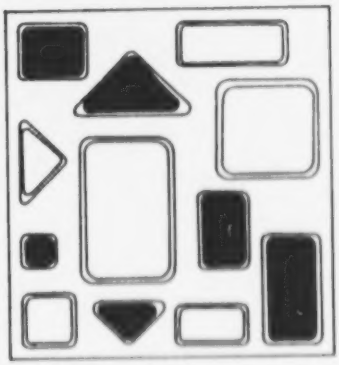
INFANT FITTING BOARD II

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Description:

Includes squares, rectangles and triangles in 3 colors and in varying sizes. 14 shapes in the set. 20 x 20 overall. Caution: children are ready for these materials when they no longer place pieces in mouth.

Suggested Uses:

1. Encourage the child to take pieces out of the storage box. Allow the child to explore the materials.

2. After the child has played with the shapes, you may become involved. Show the child a shape. Say, "Find more that are this color." Help as needed, but do not insist if the child is not interested.

3. When the child seems ready (perhaps a different day), ask the child to find all the shapes that are this color (perhaps yellow). When all are found, talk about which is big, which is bigger, which is biggest. Or you may talk about which is big, which is smaller, which is smallest.

4. Using a set of shapes (for example circles), encourage the child to fit them into form. Talk about how piece may be too big, or too small or just right. Praise as the child is successful.

Manufacturer Educational Teaching Aids

Price Range 20-30

Skills:

* Cognitive: color, shape concept
Visual: visual discrimination, visual matching; Fine Motor: hand-eye co-ordination, pincer grip;
Social-Emotional: imitative play

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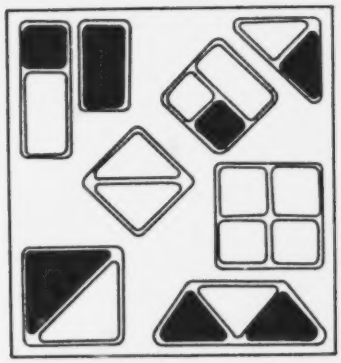
INFANT FITTING BOARD III

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Description:

Colorful pieces fit together to form rectangles, squares, triangles, and a trapezoid. Young children manipulate the easy-to-hold pieces and explore basic shape relationships. 20 x 20 cm board holds 20 pieces.

Suggested Uses:

1. Encourage child to spontaneously use the Infant Fitting Board. As pieces are removed observe how child replaces them.

2. Remove one piece.... replace.... remove same piece.... give to child to replace.

3. Remove two pieces.... replace.... remove same pieces.... give to child to replace. If child has difficulty, repeat procedure.

4. Remove all pieces. Follow child's lead. If child plays with pieces separate from board, encourage this play. If child wants to replace pieces on board, talk to child, giving cues: "Find one like this one, put it here"or "Put the red one here."

5. Depending on child's age, teach child how to replace all pieces of puzzle. Steps to teaching child: You model, replacing all pieces. Let child help if child wants to. If interest remains high, repeat process, encouraging child to help. Gradually follow child's lead in replacing pieces, helping only as needed.

6. As child and you work/play together, praise for each success: "Nice job." "Good work." "Very good." Smile as you say the words. You may wish to hum a tune as you work if this is not distracting to the child.

Manufacturer Educational Teaching Aids

Price Range 20-30

Skills:
* Cognitive: shape categorization, color
Fine Motor: hand-eye coordination
Visual: visual discrimination

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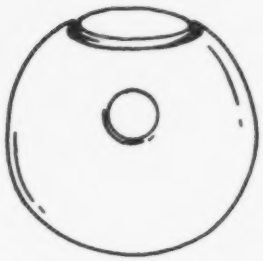
JACK 'N BALL

Suggested Developmental Level 18 mos.-2 Suggested Interest Level 1-2



Brief Description:

Round red ball made of durable plastic. A yellow button may be pressed by child. A smiling face with brightly colored hat "pops up" when button is pressed. Spring action is gentle--Jack 'n Ball is a self-contained cause and effect toy.

Suggested Uses:

1. Hand child ball to roll and play with.
2. Give him or her time to explore the contours of the ball.
3. If child does not push the yellow button, push the button for child. Clap and cheer as the smiling face pops up.
4. Allow child time to push the button.
5. Place child's hand on the hat of the man and push it down gently.
6. Give child time to press button again--Clap as the man pops up.
7. Stress words...push button...pops up...in...out....up...down.

Manufacturer Ambi Classic Toys

Price Range 0-10

Skills:

* Cognitive: cause/effect

Fine Motor: hand-eye coordination

Communication: sound play, imitating sounds, labeling

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LEARN YOUR COLORS - WIPE AWAY CARDS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Set contains 12 reusable 8 1/2" x 11" cards.

Suggested Uses:

1. Talk about the animals. If the child cannot read the color words, the child is not ready for this activity.
2. Using the pointing finger, have the child touch the green animal, then move the finger to the word "green." (left to right movement).
3. After practicing by using the finger, give the child the crayon to draw lines from word to animal on right portion of page (always left to right movement).
4. Teach the child how to erase using one hand and then the other (good as a bilateral activity - development of both sides of the body).

Manufacturer Frank Shaffer

Price Range 0-10

Skills:

* Cognitive: color

Visual: discrimination. Fine Motor: hand-eye coordination, bilateral activities. Reading: readiness.

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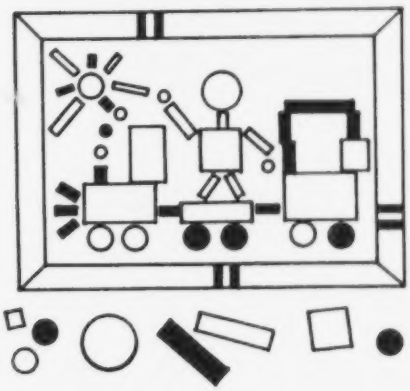
MAGNETON MAGNETIC BOARD

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

A giant 15" x 11" board with 50 magnetic pieces. Picture guides included. Pieces move with ease.

Suggested Uses:

1. Use the pieces to make a copy of the picture shown.
2. Encourage imaginative play while your child is building. Talk about what is being built in addition to the colors used.
3. Put into groups by color and shape.

CAUTION: Pieces are small and might be swallowed by a young child.

*PIECES ARE SMALL--SHOULD NOT BE USED WITH CHILD DEVELOPMENTALLY UNDER FOUR YEARS WITHOUT CLOSE SUPERVISION.

Skills:
* Cognitive: shape, color
Fine Motor: hand-eye coordination, pincer grip; Social Emotional: imaginary play; Visual: visual discrimination;

Manufacturer Marlon Creations, Inc.

Price Range 10-20

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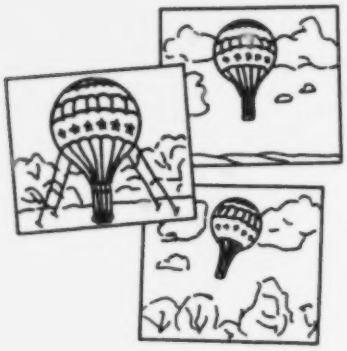
MOTOR EXPRESSIVE LANGUAGE PICTURE CARDS 1

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

30 2 3/4" x 4 1/2" varnished cards on heavy stock. Instructions included.

Suggested Uses:

1. Give child a set of pictures and ask him/her to put them in the correct sequence.
2. Tell what is happening in the sequence.
3. Place several sets in front of child and ask him/her to pick two cards that go together. How do they go together? Have child tell you and show you (through pantomine).
4. Ask child to explain the relationship between the two objects. For example, "What is this picture?" "A lock." "A key." "Tell me about them." "Where do we put the key?" "Here." "What do we call that?" "What happens?" "Why do we have locks?" etc.
5. Use the cards to help the child make simple sentences.
6. Younger children can dictate a story about the pictures to an adult.
7. Older children can use cards as topics for simple stories.
8. Have child make cards of his/her own by drawing objects or cutting pictures from a magazine.

Manufacturer DLM Teaching Resources

Price Range 0-10

Skills:

* Cognitive: sequence

Communication: label.,Sent. Struct.

Visual: visual discrimination

Reading: reading readiness

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PLAYSHAPES

Suggested Developmental Level 3-6 Suggested Interest Level 3-6

No Illustration Available

Brief Description:

A large instruction sheet contains shape patterns for children to reproduce as well as various learning activities. 6 common shapes are repeated in 3 colors for a total or 186 pieces.

Suggested Uses:

1. Let the child reproduce shape patterns by matching tiles to the instruction sheets.
2. Have the child sort the tiles by size, shape, and/or color.
3. Ask the child to identify the different shapes, sizes, and colors.
4. Let the child reproduce his own patterns and abstract designs.

Manufacturer Ideal

Price Range 10-20

Skills:

* Cognitive: shape concept, classification color

Fine Motor: pincer grip, dexterity

Visual: visual discrimination

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POKENOSE

Suggested Developmental Level 6-18mos Suggested Interest Level 6-18mos

Brief Description:

A happy face enclosed in a plastic globe with colorful beads is mounted on a suction stand. As child hits globe, beads move within plastic face.

Suggested Uses:

1. Place child in high chair, securing the suction toy in front of child.
2. Hit the face globe gently when child is observing the toy.
3. Give child the opportunity to hit the face globe.
4. Remove the toy when child tires or becomes overly excited.

Manufacturer Ambi

Price Range 0-10

Skills:

* Cognitive: cause-effect

Visual: awareness

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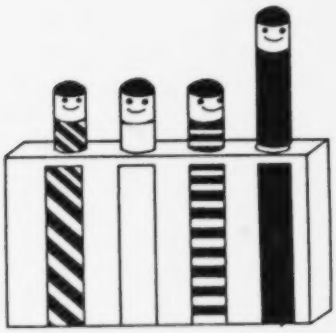
POP-UP-MEN

Suggested Developmental Level 1-2 Suggested Interest Level 1-2



Brief Description:

Four brightly colored pegs are painted with faces. Each peg may be placed in same color holes. Pressue on each peg produces a pleasant spring action. Each man "pops up" as child presses him into the peg box.

Suggested Uses:

1. Encourage exploratory play, allowing the child to place the little men into any of the holes. Let the child discover that there are enough holes for each of the little men. Talk to the child about the toy as he or she plays with it.

2. Talk to the child, describing what you are doing, as you place a blue man in front of a blue position. Encourage the child to help you do this with the other "men."

3. Talk to the child, describing what you are doing, as you place the blue man in the blue position (left to right progression). Ask the child to help you put the red man into the red position, etc. "Put man in red hole."

4. Demonstrate the placement of men in the holes to stimulate spring action. As this occurs and the man pops up, use words again to describe what is occurring, such as: "pop," or "surprise," or "jump." Build from a single word to a sentence such as "Jump blue man." "Make man jump up." "Make green man jump up."

Manufacturer Galt Toys

Price Range 10-20

Skills:
* Cognitive: color, cause-effect
Fine Motor: pincer grip
Visual: matching

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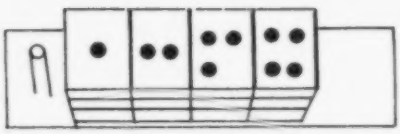
POSTS AND TILES BOARD

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

A board with five groups of posts arranged in domino patterns and three sets of five different colored tiles drilled to correspond to the groups of posts.

Suggested Uses:

1. Ask the child questions as the tiles are being used such as:

   a. What color has 3 holes?
   b. How many holes do the purple tiles have?
   c. How many orange tiles are there?
   d. How many holes in all are there for the green tiles?
   e. Which tile has one more than the green tile?
   f. Can you put these mixed up tiles in the right order?

Manufacturer Didax

Price Range 10-20

Skills:

* Cognitive: classification

Mathematics: math readiness

Fine Motor: hand-eye coordination, dexterity

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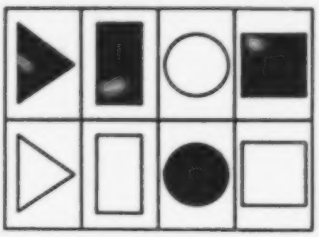
PUZZLE COORDINATION BOARD

Suggested Developmental Level 2-6 Suggested Interest Level 2-6



Brief Description:

22 cm x 30 cm hardboard inlay board with four shapes for developing concept of shape and color and for improving dexterity. Teacher's Guide included.

Suggested Uses:

1. Use as a puzzle, guiding child verbally in what to look for as he or she tries to fit the piece into its place (may need to block out half of the board to avoid confusion).
2. Teach names of shapes; that is, "circle," "square," "triangle," and "rectangle."
3. Count the pieces with the child.
4. Have child close eyes and guess which piece he or she is holding.
5. Match board color to shape color.

Manufacturer Judy/Instructo

Price Range 0-10

Skills:

* Cognitive: color, shape concept

Fine Motor: dexterity, hand-eye coordination

Communication: labeling

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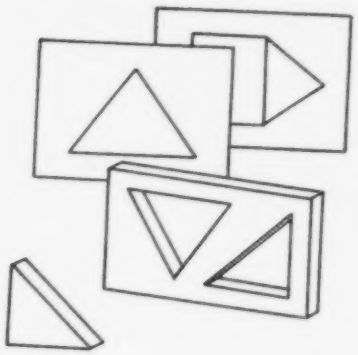
PUZZLEGRAMS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Each piece is arranged to fit the printed patterns or for creating new patterns. Consists of 20 task cards, 7 1/2" x 11", containing outlines of geometric shapes and a set of 5 Tactilmat puzzle pieces.

Suggested Uses:

1. Have child match shapes to printed patterns.
2. Using task cards, have child duplicate a pattern.
3. Have child create his or her own design.
4. Put shapes in paper bag. Have child close eyes, pick one shape and tell you about it. The older child may be able to name it.

Manufacturer Ideal

Price Range 0-10

Skills:

* Cognitive: shape concept, form

Visual: visual discrimination

Fine Motor: hand-eye coordination, dexterity

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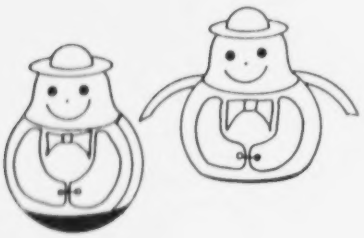
ROLY/POLY CLOWN

Suggested Developmental Level 6-18mos Suggested Interest Level 6-18mos



Brief Description:

Brightly colored clown with arms which may be extended. Gentle chime sounds are made when clown is turned, rolled or rocked. Minimal pressure provides immediate musical sounds. Clown moves into an upright position when moved off center.

Suggested Uses:

1. Position toy in play pen, on floor, table, or high chair tray.
2. Remove all distracting toys or materials.
3. Demonstrate movement of toy...turning, rocking, and rolling the clown.
4. Clap when toy makes sound and moves into upright position.
5. Give child ample time to explore the cause/effect of movement and sound.
6. Remove toy if child tires or becomes irritated.

Manufacturer Battat

Price Range 0-10

Skills:

* Cognitive: cause-effect

Visual: awareness

Auditory: sound awareness

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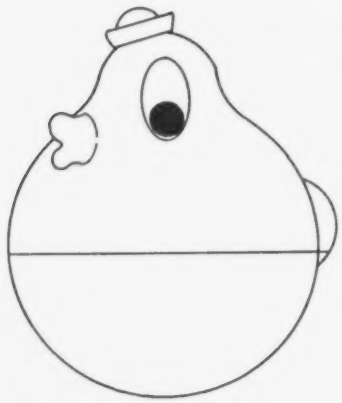
ROLY POLY DUCK

Suggested Developmental Level 6-18 mos. Suggested Interest Level 6-18 mos.



Brief Description:

Colorful musical toy makes a pleasant chime sound with minimal movement. Toy may be rolled, rocked, or turned, yet it pops back up. Action, cause/effect toy.

Suggested Uses:

1. Place toy in play pen or on high chair tray.
2. Remove other toys to increase attention.
3. Rock toy...wait for toy to pop back up...clap when toy moves back.
4. Turn and rock after each upright movement.
5. Encourage child to explore movement of toy.
6. Clap with child when toy moves in upright position.

Manufacturer Marlon Creations, Inc.

Price Range 0-10

Skills:

* Cognitive: cause/effect

Visual: awareness

Auditory: sound awareness

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ROTA RATTLE

Suggested Developmental Level 6-18mos. Suggested Interest Level 6-18mos.

No Illustration Available

Brief Description:

Three ringed balls are mounted on stems which may be rotated while fixed by a strong suction cup. Child may hit balls rotating them with limited movement. Suction toy.

Suggested Uses:

1. Sit child in chair with toy secured in front of him/her. Limit distracting objects.
2. Hit the balls gently to see the rings move.
3. Give child time to play with balls and rings.
4. If child has not rotated toy, use palm of hand, modeling the rotation of balls.
5. Remove when child is not actively playing with toy in an appropriate manner.

Manufacturer Ambi

Price Range 0-10

Skills:

* Cognitive: cause-effect

Visual: awareness

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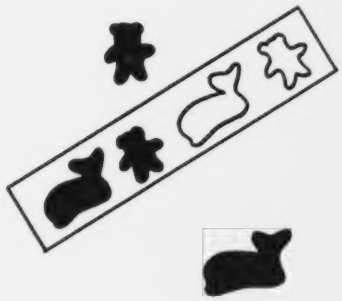
SEQUENCER

Suggested Developmental Level 3-5 Suggested Interest Level 3-5



Brief Description:

Twenty four pattern combinations are printed on 12 sturdy cards. Four shapes are available for patterning. Each card is developed to provide simple sequencing activities. Children match shapes to printed cards.

Suggested Uses:

1. Place one card in front of child.
2. Pre-select shapes used on card.
3. Point to first shape; encourage child to place shape on form.
4. Continue pointing to shapes until child self-initiates.
5. Select cards according to child's ability to discriminate.
6. Encourage child to always start a left to right pattern.
7. Use cards as a memory game by showing child the sequence, remove the card for a short time. Request child to replicate pattern without the sequence card.

Manufacturer Lauri

Price Range 0-10

Skills:

* Cognitive: sequencing

Visual: visual discrimination

Fine Motor: hand-eye coordination, pincer grip

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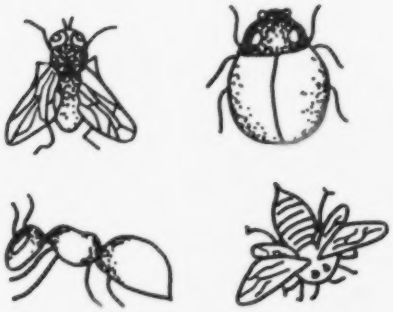
SEQUENCING SIZES

Suggested Developmental Level 2-8 Suggested Interest Level 2-8



Brief Description:

Lets you combine size and sequencing with an introduction to the insect world. 48 rhyming pictures, rhyming words, and words to pictures. Puzzle cards are specially cut so only matching cards fit together. Students receive immediate positive reinforcement when they match them correctly.

Suggested Uses:

1. Place in order: small, smaller, smallest, etc.
2. Name the insects.
3. Categorize by attributes for example, wings/no wings.

Manufacturer Ideal

Price Range 0-10

Skills:

* Cognitive: classification

Auditory: auditory discrimination

Fine Motor: pincer grip

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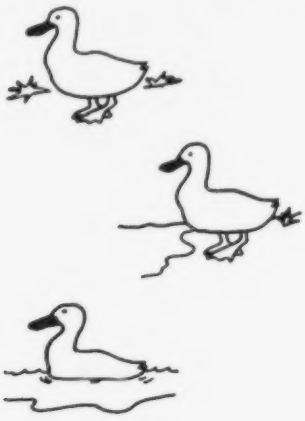
SEQUENTIAL PICTURE CARDS II

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Ten series, each with three colorful 5-1/2" x 6" cards, depict simple subjects. Instructions included.

Suggested Uses:

1. At first present pictures one at a time in correct progression of the story, asking questions of your child so that he or she explains what is seen. If necesary, offer part of a sentence with one word left for him or her to supply. "This is a _____."
2. When the child is ready, give three pictures, ask the child to place the pictures in correct order and tell about them.
3. Parent can create a short two-to-four-minute story using the pictures. Stories can gradually be made longer and more complex as the child's attention span increases. This works well for children who can't sit and listen to a story in a book.
4. Older children can tell or write their own stories.

Manufacturer DLM Teaching Resources

Price Range 0-10

Skills:

* Cognitive: sequence

Communication: labeling, sentence structure, talking with meaning

Reading: reading readiness

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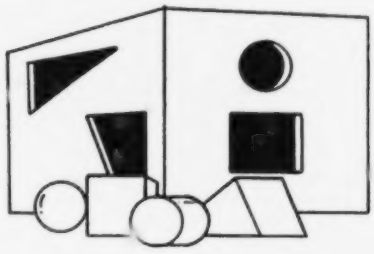
SHAPE SORTING BOX

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Description:

Two wooden boxes, a solid outer box and an inner box. Five faces of the inner box have holes: one, two, three, four, and five holes, respectively. The holes are in five geometric shapes: square, circle, wide rectangle, narrow rectangle, and triangle. Ten colored blocks fit into the holes, and each block comes in two colors.

Suggested Uses:

1. Encourage child to explore the Shape Sorting Box.
2. Putting all other shapes aside, take one in your hand, tell child to watch as you put it through appropriate slot. Give child the shape to do same. Gradually, increase number of shapes used.
3. Ask child to feel a shape with eyes opened, then with eyes closed.
4. As child feels a slot on box, ask child what goes there. "Can you find the shape that goes there?" Ask child to put it in the box.
5. It is not necessary to name shapes to use the shape sorting box. If child seems ready, you may name shapes.

Manufacturer DLM Teaching Resources

Price Range 20-30

Skills:

* Cognitive: color, shape concept
Visual: visual discrimination
Fine Motor: whole-hand grip, hand-eye coordination
Communication: labeling

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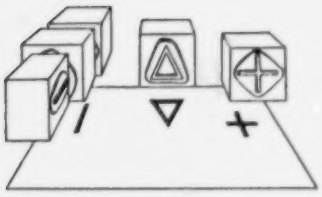
SHAPE STAMPS

Suggested Developmental Level 3-8 Suggested Interest Level 3-8



Brief Description:

The rubber stamps are 1" square and come in a variety of shapes: triangle, circle, hexagon, asterisk, diamond, rectangle, X, -, star, pentagon, +, and square. The stamps are mounted on clear plastic bases, which allow students to see the designs from above. Instructions are included.

Suggested Uses:

1. Show card with a specific shape stamped on it. When child finds the stamp that matches, it may be stamped on the paper.
2. Show child a stamped pattern such as circle, square, circle, square. Have child continue the pattern. Help as needed. Say "stop" after serveral sequences.
3. Make flash cards. Have child color in the shapes (or you may do this). Have child sort shapes into groups that are the same. Ask child to sort by color a different time.
4. Ask child to find all shapes with straight lines and all shapes with curved lines (there is only one).

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Cognitive: shape concept, color

Visual: visual discrimination, visual sequence

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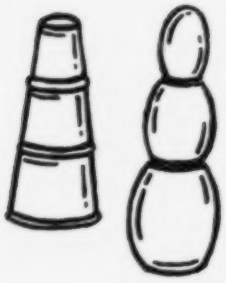
STACKING AND NESTING

Suggested Developmental Level 1-5 Suggested Interest Level 1-5



Brief Description:

Graduated plastic egg, cylinder, keg and block shapes.

Suggested Uses:

1. Have the child open each keg, remove the smaller one and close each one. The child can arrange the kegs from smallest to largest and largest to smallest. The child can stack them from largest to smallest.
2. Open each keg and have the child put the smallest into the next size and continue doing so until all the kegs are used.
3. Use words with the child describing big/bigger/biggest, or small/smaller/smallest.

Manufacturer Child Guidance

Price Range 0-10

Skills:

* Cognitive: size discrimination,
Fine Motor: hand-eye coordination,
bilateral activities
sequence

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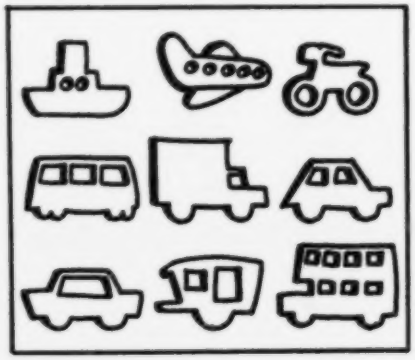
TRANSPORT PUZZLE

Suggested Developmental Level 1-6 Suggested Interest Level 1-6



Brief Description:

Cars, planes, busses, and trucks inserted into spaces on heavy puzzle board.

Suggested Uses:

1. Talk about the transport items as you point to them.
2. Ask the child to take out the items as yoou name them one by one.
3. Have the child sort the items according to system of travel; i.e. water, land, air.
4. As you point to the space on the board, tell the child to find the item and put it there. Example: point to left top corner. Say: "Find the bus; put it here."
5. Take out all items. Mix them up being careful not to turn them over. Ask the child to put them back. Help as needed.

Manufacturer Ambi

Price Range 0-10

Skills:

* Cognitive: form, color

Fine Motor: hand-eye coordination

Life: environmental awareness

Communication: labeling

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VINYL MOTHER AND BABY PUZZLES

Suggested Developmental Level 1-5 Suggested Interest Level 1-5

Brief Description:

3 jig saw puzzles of mother and baby bear, turtle, and hippopotamus. 8 1/2" x 5" and over 1/2" thick. They average 7 pieces each.

Suggested Uses:

1. Encourage the child to play with the animals while assembled. Talk about the animal.
2. Ask the child to take the animal apart. You put them back together. Repeat often.
3. Take one piece from the animal. Help the child to put it into correct position.
4. When ready, have the child put the entire animal together as a puzzle.
5. Remember to praise for little and big accomplishments.

Manufacturer Marlon Creations

Price Range 0-10

Skills:

* Cognitive: shape concept

Fine Motor: hand-eye coordination

Social-Emotional: imaginary play

Communication: labeling

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WOBBLE GLOBE

Suggested Developmental Level 6-18mos. Suggested Interest Level 6-18mos.

No Illustration Available

Brief Description:

Clear globe with three colorful balls is mounted on surface with suction cup. Suction toy.

Suggested Uses:

1. Secure Wobble Globe on surface directly in front of child.
2. Remove toys and objects that may distract child's attention.
3. Strike globe gently...activating the balls.
4. Clap as balls move.
5. Allow time for child to explore the movement of balls.
6. Remove toy when child loses attention.

Manufacturer Kiddicraft

Price Range 0-10

Skills:

* Cognitive: cause-effect

Visual: awareness

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WOBBLY COLORS

Suggested Developmental Level 6-18 mos. Suggested Interest Level 6-18 mos.

Brief Description:

Circular form board made of durable plastic featuring four primary colors. Each square holds a weighted ball that wobbles when rolls.

Suggested Uses:

1. Hand child wobble ball, giving him/her time to feel the surface of the ball.
2. Take child's hand and have him/her feel the contours of the square and circle indentation.
3. Give child one wobble ball and point to the hole.
4. After child has successfully placed wobble ball in form, hand him/her a new color.
5. As the red wobble ball is given to child say "red ball" - "put red ball in hole." lPrior to each form placement try to get child to tell you the color or point to the color form.
6. Initially hand one wobble ball at a time. Encourage child to place each ball in the corresponding form
7. As child is able to associate (or pair) each ball with form, present him with all four wobble balls.

Manufacturer Kiddycraft

Price Range 10-20

Skills:

* Cognitive: color

Fine Motor: hand-eye coordination, pincer grip

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LARGE FARM ANIMALS

Suggested Developmental Level 1-8 Suggested Interest Level 1-8

Brief Description:

Set of 7 vinyl animals includes horse and foal, bull, cow, calf, pig, and sheep.

Suggested Uses:

1. Encourage child to explore use of farm animals.
2. Have child touch individual animal as you name the animals.
3. Say name of animal as you touch the animal. Ask child to say it with you. Next ask child to say it alone.
4. Encourage child to say name of animals as he/she touches the animals.
5. Show child how to put "parent" animal with its baby. Mix animals. Encourage child to put parent and baby animals together.
6. Create imaginary farm and have child decide what animals would be doing.

Manufacturer Childcraft

Price Range 10-20

Skills:

* Social Emotional: imaginary play

Communication: labeling, imitating sounds

Life: environmental awareness

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ROLLER PUZZLE: FARM

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

No Illustration Available

Brief Description:

Wooden farm puzzle with knobs and sets of wheels.

Suggested Uses:

1. Before removing parts from the puzzle board, discuss what the child sees in the puzzle. Ask the child how they think wheels can be put on the tractor, on the truck, and on the wagon.
2. Talk about color of objects.
3. Ask the child to set up the tractor and other puzzle parts. Encourage imaginary play.
4. Encourage the child to put puzzle parts backin their places on the puzzle board each time they finish playing.

Manufacturer Simplex

Price Range 10-20

Skills:

* Social Emotional: imaginary play

Fine Motor: hand-eye coordination

pincer grip

Communication: labeling

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THREE LITTLE PIGS (GAME)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Contains game board, stand up piggies. Color-matching game. Instructions included.

Suggested Uses:

1. Have child name color before he moves marker.
2. Any rules can be simplified for young child's ability or attention span.
3. Children to take turns in group play with this game.
4. You may introduce concept of "same-different" when matching colors.

Manufacturer S & R Games

Price Range 0-10

Skills:

* Social Emotional: group play

Cognitive: sequence, colors

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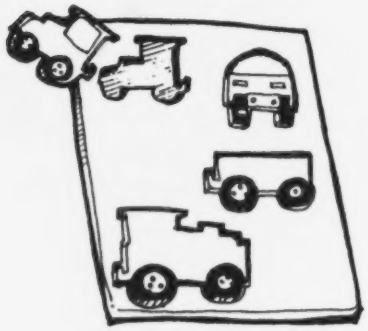
WOODEN JIG SAW PUZZLE: FARM MACHINERY

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Wooden jig saw puzzle depicting various types of farm machinery. Each playboard makes a stand-up scene.

Suggested Uses:

1. Before removing parts from the puzzle board, discuss what the child sees in the puzzle. Ask how the pieces can be used.
2. Caution the child to put puzzle part back in their places on the puzzle board each time when finished playing.
3. Talk about the colors of the objects.
4. Ask the child to set up the parts of the puzzle (assist, if necessary). Encourage imaginary play.

Manufacturer Simplex

Price Range 10-20

Skills:

* Social Emotional: imaginary play

Fine Motor: hand eye coordination, pincer grip

Communication: labeling

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WOODEN JIG SAW PUZZLE: FIRETRUCK

Suggested Developmental Level 2-6 Suggested Interest Level 2-6

Brief Description:

Wooden jig saw puzzle of firetruck and firemen. Each playboard makes a stand-up scene.

Suggested Uses:

1. Before removing parts from the puzzle board, talk with the child about what is in the puzzle. Ask how the pieces can be used. What are the firemen doing?
2. Encourage child to put puzzle parts back in their places each time when finished playing.
3. Talk about the clothes of the firemen. Why do they wear red? Why is the truck red?
4. Ask the child to set up the parts of the puzzle; that is, out of the puzzle board (assist, if necessary). Encourage imaginary play.

Manufacturer Simplex

Price Range 10-20

Skills:

* Social Emotional: imaginary play

Fine Motor: hand-eye coordination, pincer grip

Communication: labeling, sentence, structure

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LIFE

DRESS VEST - BUTTONING PRACTICE

Suggested Developmental Level 3-7 Suggested Interest Level 3-7

Brief Description:

Encourage basic dressing skills with this heavy duty cotton polyester blend dressing vest. Elastic panels enable one size to fit all.

Suggested Uses:

1. Encourage the child to play dress-up with the vest, putting it on to get the feel of wearing it.
2. Have the child practice buttoning while wearing the vest. It is important that this occur on the child, in order to help the child learn to get dressed.
3. After sufficient practice, have the child try buttoning his or her own clothes. Go back to the vest for practice as needed.
4. Praise for small accomplishments. Each button may receive praise at first.

Manufacturer Children's Factory

Price Range 10-20

Skills:

* Life Skills: self help

Fine Motor: hand-eye coordination, pincer grip, bilateral activities

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DRESS VEST: SNAPPING PRACTICE

Suggested Developmental Level 3-7 Suggested Interest Level 3-7

Brief Description:

Encourage practice in basic dressing skills with heavy duty cotton polyester dressing vest. Elastic panels enable one size to fit all.

Suggested Uses:

1. Encourage the child to play dress-up with the vest, putting in on to get the feel of wearing it.
2. Have the child practice snapping the vest while wearing it. It is important that these occur on the child to help the child learn to get dressed.
3. After sufficient practice, have the child try snapping his/her own clothes. Go back to the vest for practice as needed.
4. Praise for small accomplishments. Each snap snapped may receive praise when child is first learning.

Manufacturer Children's Factory

Price Range 10-20

Skills:

* Life Skills: self help

Fine Motor: hand-eye coordination, pincer grip, bilateral activities

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DRESS VEST: ZIPPER PRACTICE

Suggested Developmental Level 3-7 Suggested Interest Level 3-7

Brief Description:

Encourage practice of basic dressing skills with this heavy duty cotton polyester blend dressing vest. Elastic panels enable one size to fit all little people.

Suggested Uses:

1. Encourage the child to play dress-up with the vest, putting it on to get the feel of wearing it.
2. Have the child practice zipping the vest while wearing it. Important that this occur on the child to help the child learn to get dressed.
3. After sufficient practice, have the child try zipping his or her own clothes. Go back to the vest for practice as needed.
4. Praise for small accomplishments. Each time the zipper is zipped the child should receive praise when first learning.

Manufacturer Children's Factory

Price Range 10-20

Skills:

* Life: self help

Fine Motor: hand-eye coordination, pincer grip, bilateral activities

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LACE OVER SHOE

Suggested Developmental Level 3-6 Suggested Interest Level 3-6

Brief Description:

Teaching toy fits over child's own shoe. Safe, hygienic overshoe has elastic bottom and back. 8" long.

Suggested Uses:

1. First show the child how to slip the canvas on over his or her own shoe.
2. Have the child learn to unfasten the bow and unlace the shoe.
3. Repeat it until the child has accomplished the task.
4. Show the child how to lace the shoe.
5. Let the child lace the shoe. Color code if necessary, coloring half the lace with one color, the other half with a different color. This makes tying easier.
6. Teach the child to tie and make loops.
7. Now let child practice with his/her own shoes.

Manufacturer Lakeshore

Price Range 0-10

Skills:

* Life: self help
* Fine Motor: pincer grip, hand-eye coordination

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MINATURE TRAFFIC SIGNS

Suggested Developmental Level 3-8 Suggested Interest Level 3-8

Brief Description:

Traffic Signs and Symbols. An early awareness of traffic signs and symbols is an important part of kindergarten and elementary learning. Ten basic 3-piece traffic signs and one traffic light. All approximately 7-1/4" tall.

Suggested Uses:

1. Talk about the signs and where child may have seen them. Go for a walk and see how many signs you can find.

2. Talk about the color and shape of the signs.

3. Set up pretend streets and cars. Have child obey the signs either by reading or shape/color, depending on age of child.

4. After playing with signs for a week or more, go for a ride in the car. See how many signs the child can find and read, or explain to you, if she or he cannot read them.

Manufacturer Guidecraft

Price Range 10-20

Skills:

* Life: environmental awareness

Visual: discrimination, Fine Motor: pincer grip, Cognitive: shape concept color, Communication: labeling,

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SAFETY SIGNS PUZZLE

Suggested Developmental Level 2-8 Suggested Interest Level 2-8

Brief Description:

Safety signs. 5 piece puzzle.

Suggested Uses:

1. Use as a puzzle, guiding child verbally in what to look for as he tries to fit the piece into its place (size, shape, angles, top, bottom, etc.).
2. Teach names of shapes
3. Count the pieces.
4. Have child close eyes and guess which piece he is holding.
5. Define meaning of each sign.
6. Discuss where these signs are on streets and why. Go for walk or ride; find some.

Manufacturer Judy Instructo

Price Range 0-10

Skills:

* Life: environ. aware. Cognitive: shape concept, color, cause effect
Communication: label., talk w/mean.
Fine Motor: hand-eye coor., p. grip

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SOCIAL SEQUENCE

Suggested Developmental Level 7-12 Suggested Interest Level 7-12

Brief Description:

The 64 card set shows sequence of events, using a series of six to nine cards. Topics include catching a train, the hairdresser, taking a bath, the library, the doctor, cooking, self-service restaurant, and changing a car tire. Cards are 2-3/4" x 4".

Suggested Uses:

1. Have the child put the cards in proper order.
2. Have the child make up a sentence about the sequence of pictures.
3. Have the child make up a sentence for each picture. Work your way up to a story.
4. After the child masters the above activities, have him write a sentence or story.

Manufacturer Ideal

Price Range 0-10

Skills:

* Life: environmental awareness

Visual: visual discrimination

Cognitive: sequence

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BEAN BAG GAME

Suggested Developmental Level 2-8 Suggested Interest Level 2-8

Brief Description:

Bean bag game includes easel, board, and three bean bags.

Suggested Uses:

1. Begin near target; increase distance as skill improves.
2. Parent: "Keep your eye on the clown."
3. Read aloud numeral that is hit.
4. You may keep score, but it is not necessary. Many skills can be learned without counting score.

Manufacturer Parker Brothers

Price Range 10-20

Skills:

* Mathematics: math readiness

Gross Motor: motor planning

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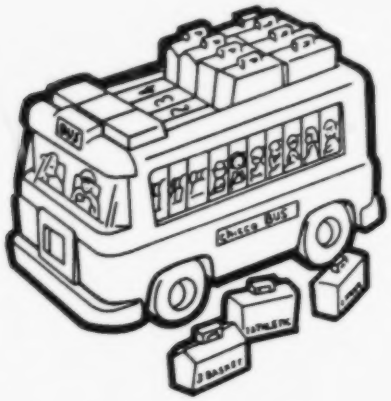
COUNTING SCHOOL BUS

Suggested Developmental Level 2-5 Suggested Interest Level 2-5



Brief Description:

Plastic bus which helps children to count numbers 1-10. Child presses a button and passengers appear. Twelve pieces of luggage may be placed on the roof. Bus opens from back.

Suggested Uses:

1. Give child time to move bus back and forth.
2. If child fails to press forward button, adult should demonstrate. Point to the movement of additional passengers as child presses the addition button, marked with appropriate arrows.
3. As child acquires addition notion, press subtraction button, noting that one by one each passenger seat is becoming empty.
4. Count with child as passengers are added or subtracted.
5. Encourage child to practice counting the luggage.
6. Set up imaginative seating problems....how many would there be on the bus if three more got on at the next stop?

Manufacturer Chicco

Price Range 10-20

Skills:

* Mathematics: math readiness

Life: environmental awareness

Social Emotional: imaginary play

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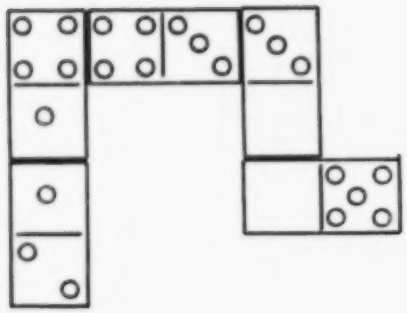
DELUXE DOMINOES

Suggested Developmental Level 3-8 Suggested Interest Level 3-8



Brief Description:

28 piece natural wood set. Each piece measuresa 1 7/8" x 3 3/4".

Suggested Uses:

1. As a readiness step, ask child to match domino to domino, matching same number of dotes on one end of a domino to same number of dots on end of another domino.

2. With two pieces of paper or cardboard, cover ends of dominoes, each with separate covering. Uncover one end for two seconds, re-cover. Ask child how many dots were seen. Uncover the end again. Have child count to check self.

3. Ask child to see how many dominoes can lined up with ends matching each other.

4. When you are sure the child knows how to match ends of dominoes, teach how to branch off from dominoes which have already been played. Check the rules of the game if you are not sure how to do this.

5. Play dominoes. For first experience, play as one person, both you and the child making decisions for play. When child is comfortable with this, play in competition.

Manufacturer Ideal

Price Range 10-20

Skills:

* Mathematics: math readiness

Social Emotional: solitary play, group play

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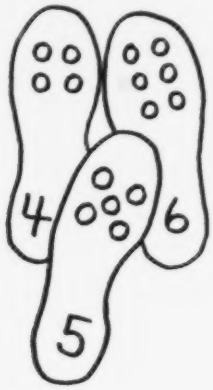
FOOTSTEPS TO NUMBERS

Suggested Developmental Level 3-8 Suggested Interest Level 3-8



Brief Description:

Life-size Tactilmat footsteps, include numbers 1-10. Reinforcement of the basic number concepts.

Suggested Uses:

1. Line footsteps up in order--ask child to walk and count.
2. Place footsteps in line but in random order--ask child to step on a "(Name a number)".
3. Place 2 footsteps side-by-side. Have child add them. If correct, he stands on footsteps and gets to do another problem.
4. Count by 2's by having child hop on every other footstep.

Manufacturer Ideal

Price Range 10-20

Skills:

* Mathematics: math readiness

Gross Motor: balance

Cognitive: sequence

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HOW TO MEASURE

Suggested Developmental Level 3-8 Suggested Interest Level 3-8

Brief Description:

A set of 12 illustrated cards and 40 plastic cubes, designed to introduce a young child to the subject of measure, and the concepts of height, width and length.

Suggested Uses:

1. Allow the child to explore measuring with the cubes, measuring a favorite toy (small), shoe, a small box. Allow this to be non-directed play (just watch as your child explores).

2. With the child measure some familiar objects around the house, encouraging the measurement of relatively small objects, perhaps no larger than a shoe box. Ask questions as the child measures: "Is there another way you can measure the box (or the book, or the calendar)?" Encourage measurement on all planes, that is on the floor, on a wall, etc.

3. Using the pictures for "How to Measure," lay the picture on the floor or on a table, and read the question on the card to the child. Encourage the child to measure with the cubes. (It is easier to count the cubes when the colored cubes are used alternately). When the child has finished laying out the measurement, ask the child to count the cubes. Count with the child if necessary.

4. After using the "How to Measure" game with the child, use the words "high, wide," and "tall" with the child in your daily conversation. These are math terms and very important ones.

Manufacturer James Galt, Toys and Company, Inc.

Price Range 10-20

Skills:

* Mathematics: math readiness

Cognitive: size, shape concept

Fine Motor: hand-eye coordination

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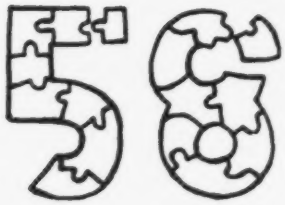
JIGSAW NUMERALS 1 - 9

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Each 5" tall numeral with its own number value of pieces is in one color to help child assemble it.

Suggested Uses:

1. Sit by the side of child so you and child view numeral in correct position.
2. For early learning experience, adult place numeral before child saying name of numeral while putting it together. Start with "1" and complete through age of child the first few times.
3. Purpose of activity is to show how many make a number -- the meaning of the number. Have child help you:
   a. sort pieces by color
   b. count pieces of each numeral to determine which is next
   c. assemble numerals in order while saying names of the numerals.
4. Encourage child to assemble pieces in random order, identifying numeral after it is complete. This is a difficult level of the activity.

Manufacturer Educational Teaching Aids

Price Range 10-20

Skills:

* Mathematics: math readiness
Cognitive: form
Fine Motor: hand-eye coordination

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LOGICLOCK

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Proportioned gearing causes the hour hand to move in time, as the minute hand is turned.

Suggested Uses:

1. Point to the numbers on the clock and ask the child to count the numbers aloud with you. If the child cannot do this, he/she is not ready to learn how to use this clock.
2. Ask child to tell you when he/she gets up in the morning, then show this on the clock. Do the same with breakfast time, time for school, lunchtime, TV programs, bedtime, etc. If the child is not interested in doing this, he/she may not be ready for learning to tell time by the clock.
3. Talk about a specific time. Show this on the clock. Then change the hands and ask the child to show the time you were just talking about. If help is needed, give it.
4. Tell the child a time; have the child move the hands on the clock to that time.
5. Ask child to match the hands on the play clock with the hands on a real clock.
6. Show child a picture of a clock, something you can draw. Show where the hands are pointing (make sure hour and minute hands are clearly different in length). Ask child to match the play clock with the picture of the clock.
7. When child is ready, teach telling time: hour, half-hour, minute, five minute intervals.

Manufacturer Ambi

Price Range 10-20

Skills:

* Mathematics: math readiness

Life: environmental awareness

Cognitive: sequence

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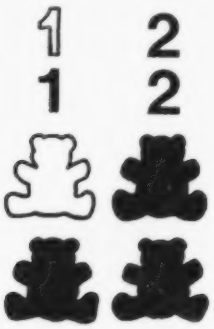
MATH PLAY

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

11 1/2" x 17" frame containing numbers, symbols, and teddy bear counter. Five printed cards include activities emphasizing one-to-one correspondence and simple addition and subtraction facts.

Suggested Uses:

1. Select card one which emphasizes one to one correspondence.
2. Cover card, while exposing the first line.
3. Point to the number one within frame. Encourage child to remove number one and place it on card.
4. Point to the equivalent symbol. Point to card match. Model the placement of the symbol.
5. Select one teddy bear from complete frame. Place teddy bear after equivalent symbol.
6. Wait to determine whether child is able to complete the same equation without prompting.
7. Move to the next line. Observe whether child needs assistance.
8. Use activity cards as practice for simple number facts.
9. Present cards according to child's level of mathematical ability.

Manufacturer Lauri

Price Range 10-20

Skills:

* Mathematics: math readiness,
Fine Motor: pincer grip
word problems

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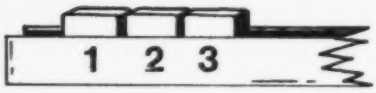
MULTI-LINK NUMBER TRACK

Suggested Developmental Level 5-12 Suggested Interest Level 5-12



Brief Description:

Plastic track designed for use with Multi-Link Cubes. Ten sections snap together to form a number-line trough. Large, easy-to-read numerals are printed in black at 2 cm intervals from 1 to 100. Instructions included.

Suggested Uses:

1. The counting of concrete objects is necessary in order to understand what numbers mean. Have the child count blocks on or off the track. The on-track counting lets the child see and hear the number.

2. Don't make counting into a frustrating experience. Let the child spend most of the time just enjoying the blocks and track.

3. Creativity should be a part of the child's learning. The child may discover many possibilities for using the cubes.

4. Use a chosen color every second block to illustrate counting by twos.

5. After mastering counting, have child practice writing numerals 1-100. Start with 5 numbers. Add additional numbers slowly. Some numbers will be reversed. This is normal. Most reversals will disappear by age 7. Initially concentrate on number sequence rather than on how the numeral was written.

Manufacturer DLM Teaching Resources

Price Range 20-30

Skills:

* Mathematics: math readiness

Fine Motor: pincer grip, hand-eye coordination

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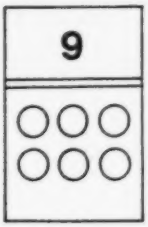
NUMBER AND PICTURE MATCHING BOOK

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

7" x 3" flip book contains pictures of sets from 1 through 10 and the corresponding numerals and requires child to match the top and bottom sections of the pages.

Suggested Uses:

1. Count with the child the number of items and then have the child find the number by flipping through the book.

2. Point to a number in the book. Have the child find a picture to match that number of items.

3. Child may use the flip book and tell you if she or he is right because the book is self-correcting through color bands.

Manufacturer Didax

Price Range 0-10

Skills:

* Mathematics: math readiness

Visual: visual sequencing

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NUMBER FIT

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Number Fit includes plastic-molded numerals 0-9 with the corresponding number of pegs and number word on a 2" x 3" plastic base. Instructions are included which suggest a variety of math activities.

Suggested Uses:

1. Child can identify the number. He can then put the numbers in order from lowest to highest (highest to lowest is a more difficult skill).

   Other possibilities include:
   a. put the correct number of pegs into the plastic base.
   b. find the number word and put it with the number and the pegs (i.e. numeral 3, 3 pegs and "three" go together)

Manufacturer Ideal

Price Range 0-10

Skills:
* Mathematics: math readiness
Fine Motor: pincer grip
Cognitive: sequence

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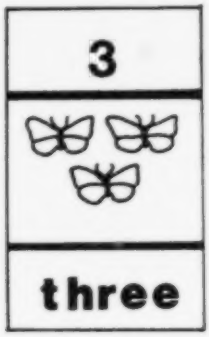
NUMBER PLAQUES (GALT)

Suggested Developmental Level 3-7 Suggested Interest Level 3-7



Brief Description:

Ten large wooden plaques each cut into three pieces.

Suggested Uses:

1. With plaques together, talk to the child saying "one" as you point to the number one; then cound aloud "one" as you point to the one object. Continue with other numbers, using no more than five numerals the first session, depending on the interest level of the child.

2. When you feel the child understands the number and what it represents in pictures, take tile one apart, have the child put it back together and tell you about it. Help as needed.

3. Finally, mix all parts and have the child reassemble them, telling you about them while doing so.

Manufacturer James Galt Toy Co.

Price Range 10-20

Skills:

* Mathematics: math readiness

Cognitive: sequence

Fine Motor: pincer grip, hand-eye coordination

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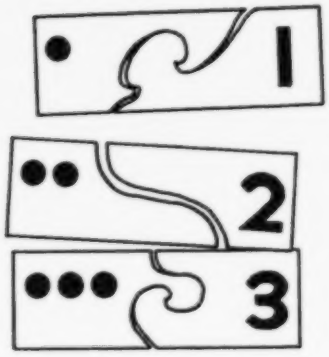
NUMBER PLAQUES (LAURI)

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Fit-In number plaques teach of numerals from one to ten. Counting units are arranged in a simple number line. Ten 3-1/2" x 7-1/2" plaques of 3/16" thick crepe foam rubber.

Suggested Uses:

1. Have child count the number of dots, then find the correct number and connect it to the dot portion of each puzzle.
2. Have child say a numeral, then find the portion with correct number of dots.
3. Then have child put the puzzles in order from smallest to largest.
4. When you feel child is ready, have child put plaques in order from largest to smallest.
5. Show portion of plaque separate from numeral. Cover, show child for two seconds. Cover. Ask child how many dots were seen. Uncover. Have child count dots to check. Have fun with this activity.

Manufacturer Lauri

Price Range 0-10

Skills:

* Mathematics: math readiness
Cognitive: sequence, size
Fine Motor: pincer grip, hand-eye coordination

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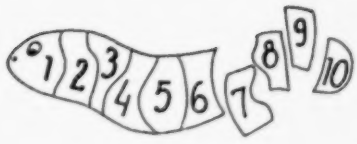
NUMBER WORM

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Teaches number recognition and counting from 1-12. This curvy, red worm is self correcting as pieces only fit together in correct sequences. Washable surface laminated to thick board.

Suggested Uses:

1. Have the child identify each number.
2. Have the child place numerals in order from 1-12.
3. Show the child a numeral and have him or her find the numeral that comes after it.
4. Show the child a numeral. Tell the child the numeral, then the numeral that comes before it. Have the child find it and place in correct position.
5. Put worm together forward, mix up, have child put together backwards. If there is frustration with this activity, stop immediately. Fun with numbers/numerals is the object of the activity.

Manufacturer Creative Playthings

Price Range 0-10

Skills:

* Mathematics: math readinesss

Fine Motor: pincer grip, hand-eye coordination

Cognitive: sequence

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NUMERICAL GIRAFFE PUZZLE

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

25 numbered pieces in consecutive order. Numerical Giraffe - 11 3/4" x 18 7/8" size.

Suggested Uses:

1. With giraffe completed, point to numbers one by one in order, asking child what they are. If child cannot do this, ask child to say the numbers with you as you count.
2. Let child put together puzzle pieces, top to bottom. Help by counting aloud as child does this.
3. Without help, have child put giraffe together, 1-25.
4. Have child put puzzle together 25-1.
5. Point to a number word, say the number word, have child find puzzle piece and place in correct position. First few times, point to number words in order from one to twenty-five. Later, point to in random order, having child find number and place about where it should go. Help child adjust as puzzle nears completion.
6. If you feel child is ready for this, point to a number word, have child read the number word, then find puzzle piece and put into puzzle about where it should go, adjusting pieces later as there is need.

Manufacturer Judy Instructo

Price Range 10-20

Skills:

* Mathematics: math readiness

Visual: visual discrimination and sequencing. Fine Motor: pincer grip, hand-eye coordination

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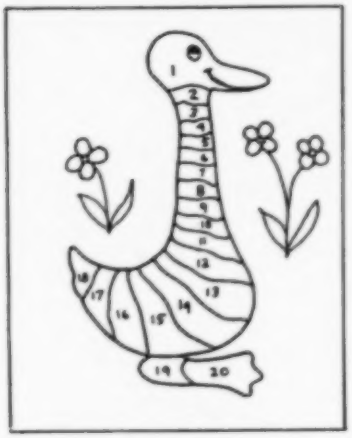
ODD 'N' EVEN DUCK

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Wooden puzzle, twenty pieces with base measuring 12" x 24".

Suggested Uses:

1. With duck completed, point to numbers on by one, in order, asking child what they are. If child cannot do this, have child say the numbers with you.
2. Let the child put together the puzzle pieces, top to bottom. Help by counting aloud as child does this.
3. Without help, have child put duck together 1-20.
4. Ask child to put puzzle together 20-1.
5. Using completed puzzle, have child count all green sections starting with 2. After many repetitions over series of days, ask child to do this without looking.

Manufacturer Puzzle People

Price Range 20-30

Skills:

* Mathematics: math readiness

Cognitive: sequence, color

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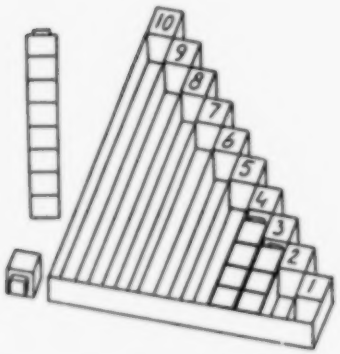
ONE-TO-TEN STAIR

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

The stair consists of ten vertical grooves in which Unifix Cubes are fitted to match the values printed at the top of each groove. Cubes are placed in the grooves to demonstrate each number as a collection of ones. Then the cubes are locked into bars to show that each number is a group or set. Made of durable gray plastic, the stair measures 8 1/2" x 8 7/8". Cubes ordered separately.

Suggested Uses:

1. Let the child enjoy the materials, exploring their use as you "look on." You can learn a lot from this observation.
2. If necessary, model for the child, talking aloud as you say the number "one," then place one block in the correct groove, and so on with other numbers.
3. Compare two stacks, say, "which is bigger?"
4. Comparison of numbers may be learned from the Unifix cubes. You may show the child a stack of two cubes and a stack of four. Say, "How many more are here (point to the four cubes), than here (point to the two)?"

Manufacturer Didax

Price Range 0-10

Skills:

* Mathematics: math readiness

Cognitive: number sequence

Fine Motor: hand-eye coordination, pincer grip

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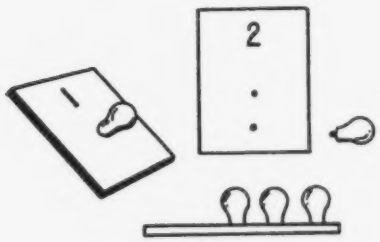
PEG-IT NUMBER BOARDS

Suggested Developmental Level 2-6 Suggested Interest Level 2-6



Brief Description:

Easy-Grip pegs. 4" x 8" Tactilmat board
English and Spanish instructions included.
10 pegboards.

Suggested Uses:

1. Little hands need the large pegs this game offers. Let your child put pegs in holes for that experience along, an important activity in developing small muscle control.
2. At first let your child fill the holes with pegs; then ask how many pegs there are on a particular board.
3. You know your child best; when he or she is ready, have child trace over the numeral on a board with pointing finger as you tell them the number.
4. When your child is ready, suggest putting the boards in numerical order.
5. When all activities possible seem to be experienced, have your child close eyes. Place one of the boards before them and have them feel how many pegs there are. Then have them check themselves by opening their eyes.

Manufacturer Ideal

Price Range 20-30

Skills:
* Mathematics: math readiness
Cognitive: sequence
Fine Motor: pincer grip, hand-eye coordination, dexterity

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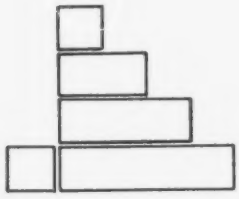
PROPORTIONAL NUMBER STICKS

Suggested Developmental Level 1-8 Suggested Interest Level 1-8



Brief Description:

Sticks of varying colors, proportional in length to each other.

Suggested Uses:

1. For young child: building, sorting according to kind.
2. Encourage child to build - exploratory play.
3. Have child build steps from shortest to longest, longest to shortest with the sticks. Use terms long, longer, longest, short, shorter, shortest.
4. Have child count out 10 squares and line them up. "Find a stick of that length."
5. Choose a stick. "How many squares long do you think it is?" After guessing, lay squares alongside. Check. "Were you right"?
6. Use sticks for learning/exploring fractions. Choose a stick. Find two sticks to make the same length. "The short sticks are half as long as the big stick." etc.

Manufacturer ABC School Supply Company

Price Range 10-20

Skills:

* Mathematics: math readiness; Visual: visual discrimination, visual matching, visual sequencing; Fine Motor: hand-eye coordination, pincer grip Cognitive: color, depth; Social Emotional: imaginary play

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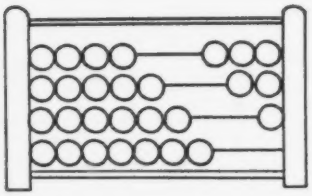
SMALL ABACUS

Suggested Developmental Level 4-9 Suggested Interest Level 4-9



Brief Description:

The Small Abacus measures 8 1/2" x 3 1/4" and has five rows of ten beads. Instructions included.

Suggested Uses:

1. Ask the child how many beads are on one of the wires? How many wires or groups of beads are on the Abacus?
2. Have the child count by groups of 5, then 10. As he grasps this concept, have him count by other groups, 3, 7, etc.
3. Start with simple problems, such as covering a certain number of beads and asking the child how many are covered. Or cover 2 beads, "I am taking away 2 beads. How many are left?"
4. Slowly introduce addition, subtraction, multiplication, and division. The instruction booklet gives complete details on how to teach these processes.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Mathematics: math readiness, word problems

Fine Motor: hand-eye coordination

Cognitive: sequence

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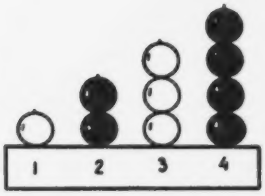
STEPPED ABACUS

Suggested Developmental Level 2-4 Suggested Interest Level 2-4



Brief Description:

Colorful wooden form featuring balls one through four stacked on a printed 11" wide base. Child may thread each stack and experience simple counting one through four.

Suggested Uses:

1. Remove all balls from stacking base.
2. Hand child one white ball and point to first stack. Model threading if child has difficulty.
3. Give child two blue balls for threading. Count as child places ball through stacking base.
4. Gradually complete spools three and four. Point to numbers in front of each base as each number task is completed.
5. Encourage child to remove balls and repeat process.

Manufacturer Brio

Price Range 10-20

Skills:

* Mathematics: math readiness

Fine Motor: hand-eye coordination, pincer grip

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TACTILE SANDPAPER NUMBERS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

Each numeral is "printed" in fine yellow sand on a card base and stands on a fine black baseline. In plastic box. Card size: 4 1/2" x 2 5/8". Numeral size: 2 1/2".

Suggested Uses:

1. Put numerals in correct order. Explain to child the purpose of dot at bottom of card (to indicate it is the bottom so numeral is correctly placed).
2. Say "one" and have child trace 1 with a downward movement of writing hand. If needed, guide childs hand in correct movement or talk it through (as with "2" - "up-around-down-over." Be consistent in the words you use.
3. In random order (when child is ready for this), have child say numeral, then trace. When child is able, encourage doing these two things simultaneously.
4. With eyes closed, have child feel a numeral, and then with eyes open check self.

Manufacturer Didax

Price Range 10-20

Skills:

* Mathematics: math readiness

Fine Motor: hand-eye coordination

Tactile: tactile discrimination

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THE ORIGINAL JUDY CLOCK

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

The Original JUDY Clock has movable hands, visible functioning gears, and elapsed-time bezel. The permanently assembled hardboard clock is 12-3/4" x 13-1/2". Teacher's Guide is included.

Suggested Uses:

1. Let the child manipulate the arms on the clock and turn them clockwise. Show the child how to do this.
2. Have the child identify the numbers from 1 to 12.
3. Begin teaching the child to tell time hourly, then by minutes.
4. Associate times of the day to some of the child's activities in the day.
5. When the child is ready, show the child how to tell time by the second.

Manufacturer Judy Instructo

Price Range 10-20

Skills:

* Mathematics: math readinesss

Cognitive: sequence

Fine Motor: pincer grip

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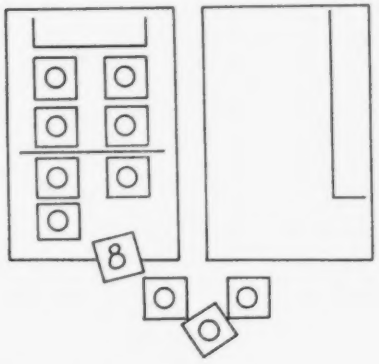
UNIFIX INSET PATTERN BOARDS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

These two-sided sturdy plastic boards have a raised pattern on one side on which individual Unifix Cubes can be locked. To use the reverse of the board, the cubes are removed and placed in the groove. A set of number cards from 1-10 is included with the set of 10 Pattern Boards.

Suggested Uses:

1. Use the side on which cubes can be locked as an early experience. Have the child watch you matching number "1" to the number one. Say "one" as you do so. Then have the child copy what you have done. Do this with all numbers.

2. Let the child enjoy the cubes, placing them on the locking side of the Unifix board.

3. Starting with number one Unifix board on the linear side, ask the child to watch as you place the number one in position as you say "one," then place one cube on the board. Do this with the other numbers. Extend the experience to a day for each number (more or less) depending on the level of the child's understanding.

Manufacturer Didax

Price Range 10-20

Skills:
* Mathematics: math readiness
Fine Motor: hand-eye coordination, pincer grip

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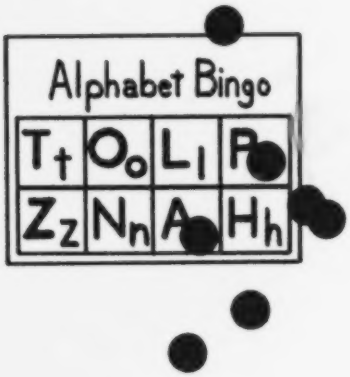
ALPHABET BINGO

Suggested Developmental Level 4-7 Suggested Interest Level 4-7



Brief Description:

An alphabet recognition game. Each playing card square features an upper case letter and its lower case partner.

Suggested Uses:

1. Select playing card squares which match a Bingo card. Place them before child. Have child match squares to card.
2. For the young/learning child, play the game with a partner.
3. Two ways of playing the game are: a). Use "flash cards" showing child what he or she is to look for; b). Say sound of the letter, have child find card and place it over appropriate space.

Manufacturer Trend

Price Range 0-10

Skills:

* Reading: reading readiness

Visual: visual discrimination

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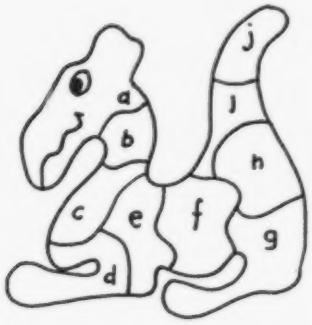
ALPHA DRAGON

Suggested Developmental Level 3-6 Suggested Interest Level 3-6



Brief Description:

Alphabet game with capital letters and lower case letters. Upper case letters under each removable piece. 12" x 18".

Suggested Uses:

1. Ask child to tell you letter sounds or names as you point to them in order on completed puzzle.
2. A basic learning experience for this board is matching lower to upper case letters. Should child have difficulty, print lower next to upper case letters on a piece of paper in this way: a A b B c C (small letter first for this puzzle).
3. Remove "a, b, c, d;" mix them, have child replace. This is an early learning experience. Always starting with the letter "a," remove "a through e," gradually removing more letters.
4. Sing the alphabet song while pointing to completed puzzle.
5. Name a letter and have child find it and put it into the puzzle board. Keep paper with "a A b B" near by in case it is needed for matching.
6. Have child name each letter while putting entire puzzle together.

Manufacturer 3 R's Learning Mat'ls. Center Ltd.

Price Range 20-30

Skills:

* Reading: reading readiness

Visual: visual sequences and memory

Fine Motor: hand-eye coordination

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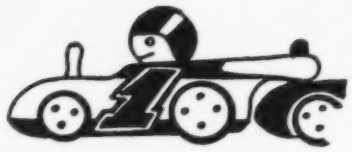
ALPHA - RACERS

Suggested Developmental Level 1-6 Suggested Interest Level 1-6



Brief Description:

26 sturdy plastic racers. Self-checking cars can only be connected end-to-end in correct alphabetical order. Set of 26 poly racers, each 5" long.

Suggested Uses:

1. Practice abc's by putting cars in order alphabetically.
2. Begin with 3 to 5 cars, adding more as your child masters these.
3. Take ones your child is learning and:
   a) mix up order and have child put in correct order.
   b) have child close eyes and take one away. Guess which one is missing.
4. Use cars for imaginative play, encouraging your child to talk about letter car being used.

Manufacturer Lakeshore Curriculum Materials Co.

Price Range 10-20

Skills:
* Reading: reading readiness
Fine Motor: hand-eye coordination
Cognitive: color sequence

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CHILDCRAFT TACTILE LETTER BLOCKS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

These large, precision-fit wood blocks provide a kinesthetic experience that reinforces letter and number recognition.

Suggested Uses:

1. Initially encourage child to discover how letters may be removed from block base.

2. Sit by side of child. Taking a letter block, trace raised letter. Remove letter. Trace in groove. Observe to see if child copies you. Continue to trace other letters.

3. Select a letter with which child is familiar such as first letter of child's name. Trace letter while saying sound of letter. Encourage child to copy what you have just done.

4. For unfamiliar letters: trace...say sound...repeat modeling of these letters. One sound/letter per day or week. Consonants first. Vowels are more difficult because of the many sounds they may have.

5. As child enjoys use of wooden alphabet letters, play games:
   a. select a letter...trace...say sound...say a word that starts with letter...encourage child to say word starting with same letter sound.
   b. Play riddle game..."I'm thinking of a word that starts with (example, "d")." Give sound of letter while tracing it...give more clues...four legs...barks...always tracing and saying sound of letter. Encourage focus of game on the letter.

Manufacturer Childcraft

Price Range 40-50

Skills:

* Reading: reading readiness

Cognitive: shape concept, sequence

Visual: visual discrimination

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JUMBO ALPHABET - LOWER CASE

Suggested Developmental Level 4-8 Suggested Interest Level 4-8

Brief Description:

5" upper and lower case letter forms. Made of durable Tactilmat, letters are washable are easy to handle.

Suggested Uses:

1. Ask the child to make his/her body look like the letter of the alphabet.
2. Feel the letter. Guide the child's hand in tracing the letter (guide in the correct forming of the letter). Say the words as the child and you trace, as for the letter "a": "around, up, down."
3. Tell the child the sound of the letter. Play a game of telling a word that begins with that letter; you say "one," the child says "one."
4. Spell words for the child, like "dog, cat, can." Spell words that name objects, but not words that use capital letters such as the child's name. Place letters in alphabetical order. Help child as needed, always praising for any success. Always begin left and move to right with letters.

Manufacturer Ideal

Price Range 10-20

Skills:

* Reading: readiness. Fine Motor: whole hand grip, hand-eye coord. Communication: labeling. Visual: visual memory and visual sequency

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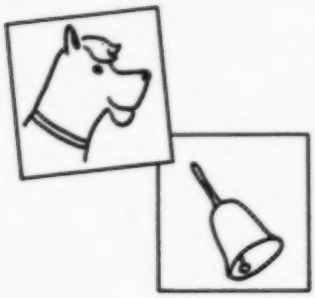
LADDER GAMES: SIGHT WORD BUILDERS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Students learn 52 early reading words and numerals from 1 to 6. Materials include two 18" x 24" gameboards. 52 word cards, four markers, a spinner, and instructions.

Suggested Uses:

1. For lower skill levels play "Show me." Parent selects several cards, reads one of the words child is to pick up and say word parent has read. If successful, child takes turn.
2. Rules can vary to increase chance of winning for low skill levels. e.g. adult may give clue by saying the word in parts and have child slide it together to say the word. (example: d-o-ll, child says, doll).
3. For higher skill levels, players must say word seen.
4. Language skills can be incorporated by adding requirement that player use word in a sentence.
5. Math skills can be incorporated by using a common die. Whatever numeral is spun must be found on the die before proceeding.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Reading: reading readiness

Social Emotional: group play

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RHYMING BINGO

Suggested Developmental Level 3-8 Suggested Interest Level 3-8

Brief Description:

Players match cartoon illustrations as they rhyme their way to bingo.

Suggested Uses:

1. Have child name the pictures as you point to them. Be sure child knows names of the pictures before you play the game.
2. Point to a picture. Child and you see how many words you can rhyme with the picture.
3. Take turns. Child points to a picture, you give a rhyming word. Then you point to a picture and child gives a rhyming word.
4. Play the game following rules of Bingo.

Manufacturer Trend

Price Range 0-10

Skills:

* Reading: reading readiness

Communication: labeling

Social Emotional: group play

Auditory: auditory discrimination

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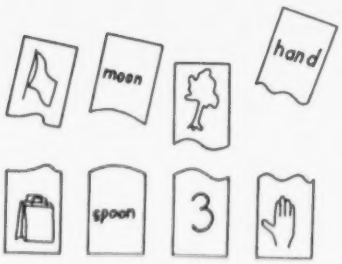
RHYMING PUZZLES (IDEAL)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Children match rhyming pictures, rhyming words, and words to pictures. Immediate positive reinforcement occurs as childrenn match cards specially cut to fit together.

Suggested Uses:

1. Play "name the picture." Make sure the child knows the labels for the picture before you begin matching puzzle parts.
2. Have child identify a picture and find another picture that rhymes.
3. Have child identify a picture and find a word that rhymes.
4. Have child read a word and find a word that rhymes.
5. Using a picture or word as a starter, say as many rhyming words (real or nonsense) as child and you can think of.

Manufacturer Ideal

Price Range 0-10

Skills:
Auditory: auditory discrimination
Cognitive: classification
Fine Motor: pincer grip
* Reading: reading readiness

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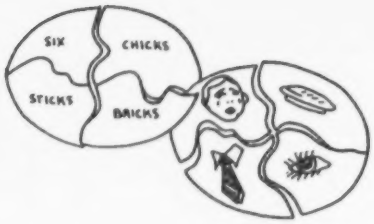
RHYMING PUZZLES (INCENTIVES FOR LEARNING)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

12 round puzzles. Each puzzle measures 7-1/4" in diameter and is die-cut into four pieces. One side of each piece is a pictorial representation of the rhyming word which is spelled out on the other side.

Suggested Uses:

1. Begin with picture side (concrete) before moving to word side (abstract).
2. Talk about the picture, making sure child can name each picture.
3. Given one piece of the puzzle, have student find the other rhyming words and pieces. You may ask child to think of additional rhyming words.
4. (More advanced use). Without looking at pictures, play game of one person telling word to other person. Take turns saying a word that rhymes.

Manufacturer Incentives for Learning

Price Range 0-10

Skills:

* Reading: reading readiness
Fine Motor: hand-eye coordination
Auditory: auditory discrimination

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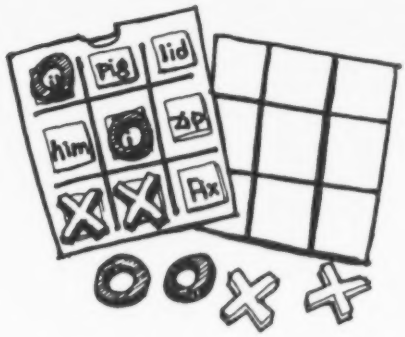
SHORT VOWEL TIC TAC TOE

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

This game consists of one 12" x 12" sturdy cardboard game grid, five rubber X's and O's, and five durable game cards. Each of the five vowel cards has nine phonetically regular words on each side. Instructions included.

Suggested Uses:

1. Use this game with child who is able to sound out words, at least at a beginning level.

2. Without the X's and O's, play a sounding out game with child. Pointing to a word, parent says word slowly and in parts in one of two ways: "b-ib" or "bi-b." Child tries to say word fast. This may be called the "Slow/Fast" game.

3. Play a rhyming game. Point to a word. Say the word to child. See how many words you and child can say that rhyme with that word. Then move on to a new word. Nonsense words are acceptable.

4. If needed, prepare "reminder sheet" for child so that the starting letter of the picture word has the short vowel sound. You may find these in magazines or draw your own. Examples: a - picture of astronaut or apple, e - elephant or eggs, i - igloo or indian, o - octopus, u - umbrella. Remove reminder sheet as skill increases.

5. Play game like tic-tac-toe. As word is correctly said, player places marker.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Reading: Reading Readiness

Fine Motor: Pincer Grip

Auditory: Auditory Discrimination

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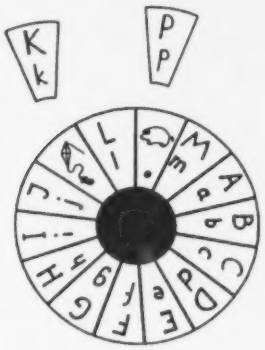
SOUND AND SYMBOL PUZZLES

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Self-correcting puzzles. Students match lower and upper case letters to illustrations of common objects in the set. Letters A-M on the blue puzzle, and N-Z on the gold. Instructions included.

Suggested Uses:

1. At first use pictures only. Talk to child about pictures. Point to a picture and say name of picture. Then point to picture and ask child to say name.
2. Take turns playing "teacher" by nameing a picture; then other person names something that starts with same sound.
3. Using pie wedge pieces on which letters are printed, tell child sound. Then tell child something that starts with that letter. Be sure to include name of picture on the wheel as you play.
4. Have child match letters to pictures. In using puzzle, use sound of letter, rather than name.
5. As a more difficult step, name letter and ask child to match it with a picture.

Manufacturer DLM Teaching Resources

Price Range 10-20

Skills:

* Reading: reading readiness

Visual: visual discrimination

Fine Motor: hand-eye coordination

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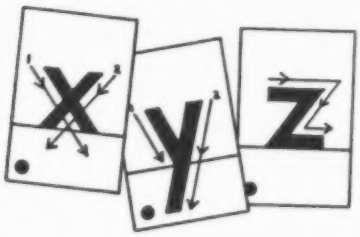
TACTILE SMALL MANUSCRIPT SANDPAPER LETTERS

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

The letters on these 4 1/4" x 2 5/8" cards are covered with fine yellow sand. The set contains 26 standard lower case letters plus two alternative forms of "l" and "t".

Suggested Uses:

1. Follow shape with finger, paying attention to which part of letter is done first (directional arrows and letters below line).
2. Give child a card to identify which letter it is by touch (closing eyes).
3. Make same letter on paper after tracing with finger.

Manufacturer Didax

Price Range 10-20

Skills:

* Reading: reading readiness

Fine Motor: hand eye coordination

Tactile: tactile discrimination

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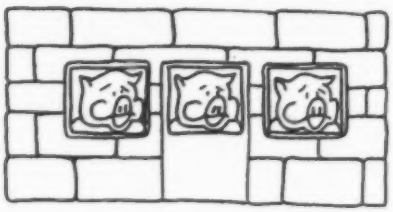
THE THREE LITTLE PIGS (FOR FLANNEL BOARD)

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Figures for story of "The Three Little Pigs" to be used with flannel board.

Suggested Uses:

1. Read to child the story of "The Three Little Pigs."
2. Talk about the pigs and where they live.
3. Attach pigs to flannel board. Remove. Have child attach pigs to flannel board.
4. Arrange pigs and pieces according to sequence of story.
5. Have child draw his/her own picture.

* If you have no flannel board, lay a sheet on back of a couch using surface as your "flannel board."

Manufacturer Judy/Instructo

Price Range 0-10

Skills:

* Reading: reading readiness

Auditory: auditory memory, auditory sequencing

Communication: sentence structure

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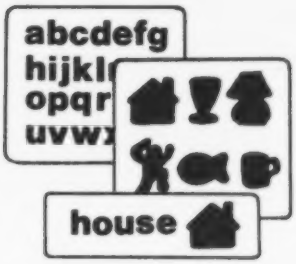
WORD PLAY

Suggested Developmental Level 4-8 Suggested Interest Level 4-8



Brief Description:

Beginning word game--to make 16 simple words by matching letters and figures to a printed pattern.

Suggested Uses:

1. Let child experience putting together puzzle pieces.
2. Talk to child about figures that represent familiar objects and actions.
3. Have child match letters and figures to printed patterns to form words.
4. Pronounce word for child and have him or her repeat it correctly,
5. Show left-to-right pattern for reading readiness.

Manufacturer Lauri, Inc.

Price Range 10-20

Skills:

* Reading: reading readiness

Communication: labeling

Cognitive: shape, color

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APPENDIX

A GUIDE TO ASSIST IN LOCATING LEARNING MATERIALS

To assist you in locating many of the materials found in this catalog so that they may be purchased for individual or group use, a grid has been developed which shows several sources for you to consider. We have selected eight distributors who each carry a variety of educational materials and toys, many of which are found in this catalog.

The grid is several pages long and displays the materials in alphabetical categories. The X indicates that the material is distributed by the particular company.

Below, please find the company names, addresses, and telephone numbers of the distributors found on the grid. We hope that the grid will be of benefit to you as you select and purchase learning materials.

ABC School Supply
500 Peachtree Industrial Blvd.
P.O. Box 4750
Norcross, Georgia 30071
(404) 447-5000

Beckley-Cardy Company
Corporate Office
7500 Old Oak Blvd.
Cleveland, Ohio 44130
(216) 234-8833

DLM Teaching Resources
P.O. Box 4000
One DLM Park
Allen, Texas 75002
(800) 522-4747

Educational Teaching Aids (ETA)
159 West Kinzie Street
Chicago, Illinois 60610
(312) 559-1400

Future Child, Inc. (FC)
P.O. Box 3814
Oak Brook, Illinois 60521
(312) 887-9647

Kaplan Corporation
600 Jonestown Road
Winston-Salem, North Carolina 27103
(800) 334-2014

Lakeshore Curriculum Materials co.
2695 E. Dominguez Street
P.O. Box 6261
Carson, California 90749
(800) 421-5354

The Learning Tree
Gray's Distributing Company, Inc.
4410 North Clark Street
Chicago, Illinois 60640
(312) 769-3737

BUYERS' GUIDE

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
-A-								
Action Activity Center			X					
Active Baby					X			
Alphabet Bingo					X	X		
Alpha Dragon	X	X		X				
Alpha Racer			X					
Anatomical Puzzle Set - What Are Little Boys Made Of?		X						
Anatomical Puzzle Set - What Are Little Girls Made Of?		X						
Arches		X	X					
Attribute Blocks	X	X	X	X	X	X		
Animal Form Board							X	
Association Cards I	X	X				X		X
Association Cards II	X	X				X		X
Auditory Fam. Sounds								X
-B-								
Baby Shapes					X			
Bag Of Shapes			X					
Bead'n Baubles							X	
Bean Bag Game	X	X		X		X		
Bell Ball		X						
Bell Ringer Wobble Globe			X	X			X	
Bird Crib Mobile							X	
Body Parts Puzzle	X	X		X			X	

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
Bucket Balance	X	X		X				
Building Bead Patterns	X					X	X	
Bunny/Carrot Puzzle							X	
Busy Blocks							X	
-C-								
Candyland		X	X			X		
Castle Puzzle	X	X					X	
Caterpillar			X				X	
Choo-Choo Puzzle	X	X	X		X	X	X	
Clatter Clown					X		X	
Clown Puzzle	X	X	X			X	X	
Color Clown							X	
Colored Cubes	X						X	
Color Lotto							X	
Color Shape Abacus		X	X		X			
Counting School Bus							X	
Crawl A Ball							X	
Crib Toy Rod							X	
-D-								
Deluxe Dominoes	X	X		X	X			
Design Cube Set			X					
Dimensional Puzzle				X				X
Double-Handled Scissors					X			X
Dress Vest Buttoning		X	X	X	X	X		
Dress Vest Snapping		X	X	X	X	X		
Dress Vest Zipper		X	X	X	X	X		
Drizzle				X			X	

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
Dumbell Rattle				X				
-E-								
Easy Fit Builder			X					
Eye-Hand Integration Exercises								X
-F-								
Familiar Sounds								X
Farm Machinery Jigsaw Puzzle					X			
Feel and Match	X	X		X			X	
Figure/Ground Activities							X	
Firetruck Wooden Jigsaw Puzzle					X			
Fit A Size	X	X	X	X		X		
Footsteps To Numbers	X	X				X		
Form-A-Sound	X	X		X			X	
Form Puzzle							X	
Funshine			X				X	
-G-								
Gazoobo							X	
Geo-Board: 8 x 8	X	X	X	X	X	X	X	
Geometric Shape Stacker							X	
Grabber Ball							X	
Gummed Stamps			X					
Gummed Stamps - Pictures/ Words			X					
Gummed Stamps - Things We Do			X					
-H-								
Hardwood Shapes & Color Dominoes			X		X			

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
Honey Bee Crib Mobile							X	
House of Shapes							X	
House Puzzle	X	X	X			X	X	
How To Measure					X			
-I-								
Ice Cream Darts			X			X		
Infant Fitting Board I			X	X				
Infant Fitting Board II			X	X				
Infant Fitting Board III			X	X				
-J-								
Jig Saw Numerals 1-9		X	X					
Judy Clock	X	X	X	X	X	X		
Jumbo Alphabet - Lower Case								X
-K-								
Keys Of Learning				X				
Knobbed Butterfly Puzzle				X			X	
Knobbed Rainbow Puzzle				X			X	
Knobbed Tree Puzzle				X				
Knocky Blocky							X	
-L-								
Lace-Over Shoe				X	X			
Lacing Cards - Woodlite							X	
Lacing Shapes	X	X				X		
Ladder Games - Sight Word Build								X
Large Colored Beads & Patterns	X		X		X	X	X	

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
Large Farm Animals			X	X				
Large Parquetry	X	X				X	X	
Large Parquetry & Blocks	X		X		X	X	X	X
Large Zoo Animals				X	X			
Lite Brite		X	X					
Lock-A-Box		X	X					
Lockagons		X	X					
Logiclock		X						
Look Hear	X						X	
-M-								
Magneton Magnetic Board						X		
Math Play		X						
Maze, The		X	X					
Merry-Go-Round	X	X					X	
Monkey Tree Puzzle					X			
Moon Jump							X	
Morton Moose							X	
Motor Expressive Language - Picture Card								X
Multi-Link Number Track								X
Musical Carousel							X	
-N-								
Number And Picture Matching Book						X		
Number Fit	X	X	X			X		
Number Plaques (Galt)	X	X				X		

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
Number Worm	X	X	X	X	X			
Numerical Giraffe	X	X						
Nuts And Bolts Truck							X	
-O-								
Observation Test Matching Game							X	
Odd 'n Even Duck				X				
Old Fashioned Bus						X		
One To Ten Stair	X	X		X	X	X		
Opposites Set One	X	X		X	X	X	X	
Opposites Set Two	X	X		X	X	X	X	
-P-								
Peek-A-Boo Doors							X	
Peg-It Number Boards							X	
Peg Play	X					X		
Perceptual Development Cards I	X	X					X	
Perceptual Development Cards II	X	X					X	
Play Shapes	X						X	
Pookie Panda							X	
Pop Top							X	
Pop-Up Men							X	
Posts and Tiles Board							X	
Porcupine		X		X			X	
Preposition Cards	X	X				X		X
Proportional Number Sticks						X		
Puppet Playmates							X	

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
Push Along Clown							X	
Puzzle Coordination Board							X	
Puzzle Cubes - Donald Duck							X	
Puzzlegrams	X							
Pyramid Puzzle	X					X	X	
-R-								
Racer Beginners Puzzle	X				X	X	X	
Rattle Keys				X	X			
Rhyming Bingo							X	
Rhyming Puzzle	X						X	
Rhythm Instruments	X	X		X			X	
Rhythm Play		X						
Ring Toss		X	X		X	X		
Ringlebell		X						
Roller Puzzle Childran							X	
Roller Puzzle Clown							X	
Rota-Rattle					X		X	
-S-								
Safety Scissors	X	X	X	X	X	X		
Safety Sign Puzzle							X	
Sequencer	X							
Sequencing Sizes	X	X			X	X		
Sequential Picture Cards I	X	X			X	X		X
Sequential Picture Cards II	X	X			X	X		X
Shape Sorting Box								X
Shape Stamps								X

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
Short Vowels Tic-Tac-Toe								X
Singulars & Plurals	X	X				X		X
Slick The Shark				X				
Small Abacus					X			X
Snake							X	
Snap-It		X	X	X				
Snip-Loop Scissors	X	X	X	X	X	X		
Social Sequence	X			X		X		
Soft Blocks		X			X		X	
Sound And Symbol Puzzle								X
Sound Lotto I	X						X	
Sound Lotto II	X						X	
Sound Picture Match Ups								X
Sounds The Same	X					X		
Stacking And Nesting			X	X				
Stacrobats	X	X			X			
Stepped Abacus			X	X	X	X		
Sudsy The Dog				X				
-T-								
Tactile Letter Blocks								X
Tactile Sandpaper Numbers				X	X	X		
Tactile Sandpaper Small Manuscript				X				
Tactile Training - Pairs				X			X	
Take Apart Telephone				X				
Teaching Tiles	X	X		X		X		
Tell By Touch		X		X	X		X	

LEARNING MATERIAL	LEARNING TREE	ABC	LAKE-SHORE	ETA	KAPLAN	BECKLEY CARDY	F.C.	DLM
Three Little Pigs							X	
Tool Slinger							X	
Tracking Association								X
Traffic Signs			X	X		X		
Transport Puzzle				X				
Turn 'n Learn		X						
Two Friends				X				
-U-								
Unifix Inset Pattern Boards	X	X	X	X	X	X		
-V-								
Versa Tiles				X				
Vinyl Mother & Baby Puzzle						X		
Vinyl Take-A-Part Animals							X	
Visual Closure	X	X				X	X	
Visual Recall - Flash	X					X	X	
Visual Tracking Cards	X	X				X	X	
-W-								
Wave, The		X	X		X			
What's Wrong?	X	X				X		X
Where Is It?	X	X			X	X		
Wobbly Colors		X		X				
Word Play	X							
-Z-								
Zoo Crib Mobile							X	
Zoo Puzzle							X	